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ABSTRACT

An update of the University of California, Irvine, Student Affirmative Action (SAA) plan is presented for 1985-1986. SAA activities planned by both academic and administrative units are covered, such as activities designed to: stimulate greater student involvement, establish clearer life goals and career linkages, enhance cultural awareness, and improve mach and science skills. The following types of units are covered: academic units, academic retention units, outreach units, and student life units. This volume contains an assessment sheet for 1984-1985 SAA activities from the 11 academic and 22 administrative units that are included in the plan. These assessments represent internal evaluations of SAA efforts undertaken during the 1984-1985 academic year. For each unit, charts provide information on program activities that either occurred are planned, as well as program objectives, target groups, and anticipated and unanticipated outcomes. (SW)

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UNIVERSITY OF CALIFORNIA, IRVINE

STUDENT AFFIRMATIVE ACTION

FIVE YEAR PLAN AND PLANNING PROCESS

1985-1986

VOLUME III

HE020005

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VOLUME III

TABLE OF CONTENTS

Page

TABLE OF CONTENTS i

A. INTRODUCTION TO 1985-1986 SAA PLAN 1

B. ACADEMIC UNITS 13

School of Biological Sciences 14

School of Engineering 31

School of Fine Arts 44

School of Humanities. 50

Department of Information and Computer Sciences . . 56

Department of Physical Education 62

School of Physical Sciences 66

Program in Social Ecology. 75

School of Social Sciences 79

Office of Teacher Education 83

Office of Undergraduate Studies 101

C. ACADEMIC RETENTION UNITS 107

Academic Counselors 108

Affirmative Action Office 112

Division of Graduate Studies and Research 116

Program of Academic Support Services 120

Learning Skills Center 124

Tutorial Assistance Program 129

Special Services 133

Page

D. OUTREACH UNITS 144

Office of Admissions 145

EOP/SAA--Outreach 150

Early Outreach 151

Immediate Outreach 218

Project Radius 242

Office of Relations with Schools and Colleges . . . 247

E. STUDENT LIFE UNITS .270

Career Planning and Placement Center 271

Counseling Center 281

Cross-Cultural Center 285

Disabled Student Services 293

Office of Financial Aid 298

Office of Housing and Food Services 302

International Services 317

Student Activities 321

Student Support Services 325

University Center 332

Women's Resource Center 336

INTRODUCTION

I. Equal Educational Opportunity, Cultural Diversity and Future Growth at UCI

The principle of equal educational opportunity lies at the heart of our democratic society. Society's safeguarding of this principle provides the primary means by which individual efforts, based upon merit, make possible upward mobility irrespective of an individual's initial social standing.

California is steadily becoming a "majority/ethnic-minority" state. Sometime within the first decade of the 21st century, ethnic minorities will make-up over 50% of the state's total population. An important educational dimension of this growing ethnic diversity within California's population is the greater proportionate growth of those ethnic minority groups which are considered to be underrepresented in the University of California. In 1980, for example, three underrepresented ethnic minority groups (Blacks, Chicanos, and Latinos) represented 26.7% of California's total population; by the year 2000, it is estimated that these same three underrepresented groups will comprise from between 32-35% of the state's total population.

The ethnic/racial enrollments in California public schools by grade level for 1981-82 illustrate further the rapidly increasing size of this underrepresented proportion of the total ethnic minority population. In grade 12, American Indians, Blacks, Chicanos, and Latinos represented 27% of the public school population; in grade 6, the same four groups comprised 35.1%; and in grade 1, they were 43.4% of the school population.

Underrepresented ethnic minorities are a significant proportion of the current public school population (well over one-third of all public school students in grades 1 - 12) and, as the enrollment figures by grade level suggest, the relative size of this underrepresented ethnic population is expected to continue to grow at an accelerated pace.

Therefore, when we refer to the growing cultural diversity of the state's public school population and the general population of the state, it is important to recognize that the majority of this ethnically diverse population consists of minorities who are entering the University of California at rates far lower than their graduation rates from California's high schools. The underrepresented (Student Affirmative Action) groups include: American Indians, Blacks, Chicanos, Latinos and Pilipinos.

Colleges and universities require adequate enrollments to remain viable institutions. Higher education institutions in general, and public ones in particular, are obligated to make efforts toward enrolling, retaining and graduating students to reflect the population and needs of the people of the state. Lack of sufficient attention to this issue of parity, specifically as it regards underrepresented minorities, threatens the broad support of higher education institutions and could contribute to an erosion of public and political support for those institutions.

By inference, the healthy growth of UCI is very much dependent upon its success in assisting in the academic preparation, recruitment, enrollment, retention and graduation of students from underrepresented groups. It is in the best long-term interests of UCI to continue to strengthen its Student Affirmative Action (SAA) efforts.

Academic cultural diversity - defined as representative cultural diversity in the institutional processes, actual subject matter content, and learning environment of the University - is integrally linked to the pursuit of ongoing academic excellence as well as to the creation of an environment supportive of ethnic minorities. The inclusion of culturally diverse viewpoints and perspectives into relevant curricula is an important step in the direction of developing a comprehensive understanding of a given subject matter. The potential pedagogical gains to be derived from a culturally diverse education will enhance the quality of education for all involved by broadening and enriching their perspectives and ability to work with varied individuals. By broadening the scope and reach of legitimate intellectual inquiry, by having varied questions and assorted explanations posed and offered through culturally diverse perspectives is to encourage the discovery and elaboration of new knowledge, which corresponds to the fundamental role of the University of California.

At UCI, the relative growth of a culturally diverse student population in recent years provides the opportunity for a corresponding enhancement of academic cultural diversity. The campus is actively engaged in attempting to close the gap between its burgeoning culturally diverse population on one hand and the need for enhanced academic cultural diversity on the other.

By linking the achievement of academic excellence to social equity, which is central to the whole concept of academic cultural diversity, it is likely that a stronger academic environment will be actively encouraged and cultivated. The planning statements from UCI academic and administrative units found in this volume set forth a concerted attempt by the campus as a whole to address the important issues and concerns resulting from the increasing cultural diversity of UCI's undergraduate student population.

It is only as the campus strengthens equal opportunity and enhances academic cultural diversity that UCI will continue to grow and fulfill its aspirations.

II. The Changing Focus of the UCI SAA Five Year Plan

A. Snapshot of the "Living" Plan: Where Are We Now?

After a three-year decline in the enrollments of all SAA categories of students, revised SAA efforts were made beginning in 1982-83 to bring all of the campus into more direct involvement in SAA activities. Since that time, outreach strategies have been revised, and campus academic and administrative units have made deliberate efforts to provide outreach activities and to retain SAA students. Some measures of the results of these efforts are depicted below:

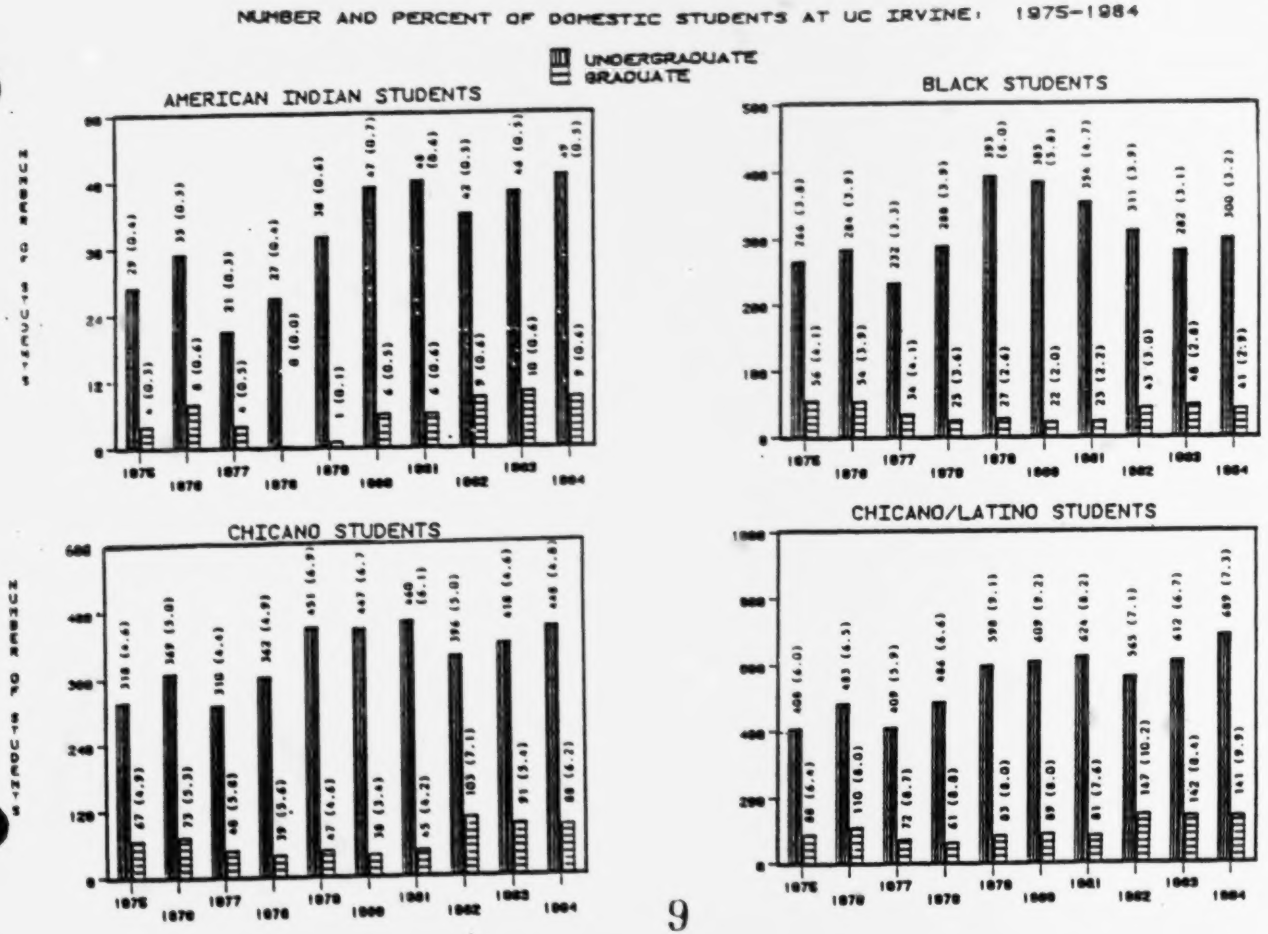
FALL 1982 and FALL 1985 NEW SAA UNDERGRADUATE ENROLLMENTS AND TARGETS

	Fall 1982 Actual Enrollment	Fall 1985 Actual Enrollment	Fall 1985 UC Target	Fall 1985 UCI Target
SAA Groups:				
American Indian	13	17	13	17
Black	86	93	96	118
Chicano	103	199	153	181
Latino	56	74	62	100
Pilipino	66	84	66	66
Total New SAA	324	467	390	482

FALL 1982 AND FALL 1985 TOTAL SAA UNDERGRADUATE ENVIRONMENT AND PREVIOUS HIGHEST ENROLLMENT

	Highest Enrollment Previous to 1982			
	Year	Number	Fall 1982	Fall 1985
American Indian	1981	48	42	61
Black	1979	393	311	300
Chicano	1981	460	396	530
Latino	1981	164	169	257
Pilipino	1981	143	170	254
Total SAA			1088	1402

B. Enrollment Patterns of SAA Students at UCI from 1975-84. The charts below reflect the total campus undergraduate enrollments of SAA students (with the exception of Pilipinos) at UCI from 1975-84.


NUMBER AND PERCENT OF DOMESTIC STUDENTS AT UC IRVINE: 1975-1984

Source: University of California: Office of the President, Admissions and Outreach files, August 1985.

While numerical progress has been made in four of the underrepresented groups, mixed results have occurred for Black students. Enrollment numbers, which increased for the past two years, declined this year, while Black retention rates have stabilized. This decline in Black student enrollment follows national and state trends. With the exception of UCs Berkeley and Los Angeles, all other UC campuses experienced similar 1985 Black student enrollment drops. UCI, however, is creating new efforts to attempt to reverse this one year decline.

C. The SAA Pipeline: From Junior High School Outreach to UCI Graduation

To enhance UCI's ability to reach its ongoing enrollment, retention and graduation goals for SAA students, certain efforts are being reinforced and new efforts have begun. Successful SAA efforts must be based upon sound programmatic rationales; that is, they must be well conceptualized. We expect to have our ongoing SAA efforts informed by our ongoing SAA research and evaluation findings. New emphases, in the way of programmatic efforts, will be increasingly stressed in the following areas of student academic life to strengthen the entire pipeline of SAA student flow from pre-UCI preparatory outreach through UCI graduation. These emphases are:

1. Sensitivity to cultural differences (i.e., cultural awareness);
2. Articulation and support of the internalization of high student expectations regarding learning objectives by using positive reward incentives;
3. Quality student involvement;

4. Strengthen internal campus coordination of enrollment and retention efforts by providing priority to SAA students;
5. Academic enrichment and math-science/statistics based skills enhancement;
6. Establishment of life goals and career linkaging for early career planning; and
7. Development of a longitudinal retention/attrition SAA data base to assess and provide feedback for ongoing program enhancement.

To enhance these areas of student life for SAA students in particular and all students in general, UCI continues to move in the direction of coordinated outreach and retention efforts both on the campus and between the campus and its primary feeder schools through continued development of academic partnership models. These partnership efforts work closely with secondary schools, community colleges, and other state institutions to improve the basic proficiency skills of students. In order to be successful these efforts must draw on the unique talents of UCI faculty.

III. SAA Research and Evaluation: Fine-tuning Our Efforts

A. Background

The UCI campus is now in the third year of implementing the UCI Student Affirmative Action Five Year Plan. The ultimate goal of this campus-wide effort is to make significant progress in increasing the numbers of underrepresented ethnic minorities who become eligible for, enroll in, persist at, and graduate from UCI.

In understanding this task, we are reminded of Newton's retort to the natural skeptics of his day that he was not "feigning hypotheses" about the causes of gravity. Nor are we feigning any convenient hypotheses about the stubborn problem of ethnic minority underrepresentation. Understanding this persistent challenge in its entirety involves an examination of several interrelated factors. UCI is committed to understanding this problem in all of its important dimensions so that we can better select where intervention is likely to best succeed.

B. The Utility of an Integrative Model in Guiding Our Research and Evaluation Efforts

UCI is making a conscious effort to have its Student Affirmative Action efforts guided by a basic, clearly defined conceptual model, combining human development and institutional change variables. This model, which delineates five fundamental dimensions of human development and the characteristics of the institutional environment, suggests that a given set of combined factors produces a certain pattern of behaviors. The human development characteristics include:

(a) the human psyche;

(b) physical reality (eg., health, physical status);

(c) economic reality (eg., employment, income);

(d) social reality (eg., social communication, education); and

(e) historical reality (eg., values, cultural symbols).

These characteristics are then integrated with the characteristics of the institutional environment (eg., individual leadership, quality of instruction/curriculum).

The utility of this integrative model lies in its capacity to suggest theories which seek to identify and explain those influences that may have causal connections with a variety of SAA student outcomes--both academic and non-academic in nature. Obviously UCI's SAA efforts cannot compensate for all of the deficiencies typically caused by an array of interrelated factors, but an understanding of what these factors are and how they contribute to the overall problem of underrepresentation can serve to inform our ongoing interventions as we seek to better focus our resources and efforts.

In regard to academic achievement, there is interest in identifying and explaining the combinations of influences that tend to have negative effects on academic performance and about which something constructive can be accomplished. Some of the research questions to which we will seek answers through our research and evaluation efforts are:

1. What existing recruitment and retention programs and/or models have yielded significantly positive results elsewhere, and might some of these be replicable at UCI?

2. What demographic and academic information is currently available to UCI about underrepresented students, and what can we learn about the academic performance and persistence patterns of ethnic minorities?

3. What additional data are needed to assist our SAA efforts?
4. Is there a need for some form of monitoring of critical SAA services to provide a basis for ongoing program enhancement?
5. Are there institutional impediments which might be altered to improve the "fit" between UCI and SAA students?
6. Are the academic achievement and persistence patterns of SAA students predictable from their UCI entry-level profiles?

A longitudinal SAA retention/attrition study is being coordinated by representatives from Academic Affairs, Undergraduate Studies and Student Affairs. This comprehensive study aims to provide baseline data regarding academic achievement and persistence/attrition rates of various student populations. Three basic SAA student populations have been targeted for surveying via questionnaires; they are: new, continuing and former students. By dovetailing the two sources of data, a more complete picture of the academic achievement and persistence/attrition profiles of various types of SAA students will be produced.

At UCI, it is understood that one cannot properly address a problem of this kind without first understanding the nature of the problem. So, while we now refrain from making any untested claims about the complex realities of ethnic minority underrepresentation, we have embarked upon the task of finding relationships between and among various influences so as to improve our chances of being able to make reasonably accurate, and useful statements in the future. This approach will enhance our understanding and predictive accuracy in a constructive way.

IV. A Statement About the Content of Volume III

This volume of the UCI SAA Five Year Plan (Volume III) is an update of Volumes I and II of the Plan prepared in July 1984. It presents those SAA activities/efforts planned by both academic and administrative units across the campus for the 1985-86 school year. These efforts cover a spectrum of activities--such as those designed to stimulate greater student involvement; the establishment of clearer life goals and career linkages; enhanced cultural awareness; academic enrichment and math-science based skills enhancement, as well as the promotion of high expectations regarding learning objectives through positive rewards. Indeed, this volume represents a reiteration of the campus's commitment to the Student Affirmative Action goals found in Volume I.

Additionally, this volume contains an "Assessment Sheet for 1984-85 SAA Activities" from the 11 academic and 22 administrative units which are included in the Plan. These assessments represent internal evaluations of those SAA efforts undertaken during the 1984-85 academic year. The reported outcomes will be used to further enhance the UCI environment in the interest of promoting greater SAA student successes.

The next University of California initiated review for our SAA Plan is Fall 1988. It is unacceptable as a campus, however, to review the effects of its activities this infrequently. Therefore, revised targets for SAA student enrollment are being set for Fall 1986 and Fall 1987. By assessing campus SAA enrollment, retention and graduation rates yearly we will be better able to adjust our efforts to meet campus realities.

The UCI SAA Plan is a "living" one. It reflects the individual efforts of many people which make up a collective institutional commitment to Student Affirmative Action. There has been fundamental growth in the campus consciousness about the concern for SAA and efforts to respond to that concern. Academic units along with the Irvine Division of the Academic Senate have continued to place Student Affirmative Action as a high priority. While much is being accomplished, the campus community continues to learn from and to refocus its activities to meet this critical challenge. As the campus integrates Student Affirmative Action into its consciousness, the sophistication of its understanding and the effectiveness of its efforts will continue to be enhanced.

B. ACADEMIC UNITS

- Biological Sciences
- Engineering
- Fine Arts
- Humanities
- Information and Computer Science
- Physical Education
- Physical Sciences
- Social Ecology
- Social Sciences
- Teacher Education
- Undergraduate Studies

BIOLOGICAL SCIENCES

Chart #1

Page 1

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Site Visit Banning H.S.	To focus on preperation in the sciences for admission to the University & for careers in the health professions.	Juniors & Seniors from Honors Program.	Students became aware of requirements and opportunities in the health professions.	Yes	Yes	Yes
Site Visit: (3) East L.A. Community College	To focus on transferring to UCI in the Bio. Sci. Awareness of course equivalencies, research & career opportunities.Strategies for success were presented.	SAA students	Students developed an understanding of course equivalencies & opportuniites at UCI. Assistance in academic planning. For some students, UCI became primary choice for transfer.	Yes	Yes	Yes
Site Visit: Cal. State Long Beach	To focus on careers in the Medical Sciences. Networking with Cal. State.	SAA students	Students became aware of strategies for success in medical school candidacy. Received a realistic perspective concerning the personal life of a M.D.	Yes	No	No
Site Visit: Whitney H.S.	To present undergraduate curriculum as a major in Bio. Sci. & careers in the medical sciences.	SAA students	Students became aware of science curriculum, opportunities, & careers in health professions. Interest in medical programs specifically for H.S. students.	Yes	Yes	Yes

Chart #1

Page 2

Unit Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Presentation: National Assoc. of Minority Medical Educators, National Convention.	To focus on undergraduate preperation & careers in the health professions.	SAA students (200)	Students became aware of strategies for developing a strong candidacy for professional schools; requirements & opportunites. Networking with professionals and Institutions across the nation.	Yes	Yes	No
Minority Premedical Conference. UCI College of Med.	To focus on undergraduate preparation: Strategies for success.	SAA students (100)	Students became aware of requirements and strategies for success. Some students became interested in transferring to UCI.	Yes	Yes	No
Medical School Applicants Conference. UCI	" "	SAA students (60)	" "	Yes	Yes	No
Premedical School Preperation Conference. UCLA	" "	SAA students (60)	" "	Yes	Yes	No
UCI Open House UCI College of Medicine.	" "	SAA & non SAA students (50)	" "	Yes	Yes	No
Premedical Workshop.	To focus on the Health Care Delivery System in California & needs of SAA communities.	SAA students (25)	Premedical students became knowledgeable about the system, and the responsibilities/demands in medicine.	Yes	Yes	No

Chart #1

Page 3

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Bridge Program	To allow premedical students the opportunity to interact with medical students.	SAA students	Students were exposed to role models, the demands in the curriculum, & exposure to faculty/resources. Participants' long range goals were reinforced.	Yes, for the students who participated. However, we did not reach our targeted number.	Yes	No
Conference: Expanding Your Horizons: Women in Mathematics & Science.	To expose & motivate secondary students in the fields of science.	SAA students (180)	Students became enthusiastic about science. Networking with School Districts.	Yes	Yes	Yes
Science Conference for High School Students.	To focus on preperation in high school for transfer to the University and majors in the sciences.	SAA students (120)	Students became aware of preperation for science majors and careers in the health professions. Exposure to role models. Networking with resources on campus. Networking with high school counselors.	Yes	Yes	Yes
Joint Counseling efforts with possible SAA students in cooperation with Dennis Lopez (EOP)	To assist in recruitment, to assist students in academic planning for transfer, & to provide role models through contact with student organizations.	SAA students.	Awareness of UCI curriculum, resources, & opportunities available. Students applied to UCI for transfer. Students were motivated by role models.	Yes	Yes	Yes

Chart #1

Page 4
Unit: Biological Sciences
Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Educational Agreements, with UCI College of Medicine Affirmative Action Programs.	To increase the number of SAA UCI students who enter the College of Medicine.	SAA students	UCI undergraduate students entered the first year medical class for 1985; students chose to pursue medical training at other institutions across the nation(Harvard, & other U.C.'s) Students gained positive attitudes in reference to goals. Exposure to role models and resources. Networking statewide.	Yes	Yes	No
Summer Educational Opportunity Program Counseling Sessions by group & individually.	To enhance the transition to UCI, to provide support assistance, knowledge about curriculum, policies, recourses, and role models.	SAA students	Students became aware of the curriculum in Bio. Sci., breadth requirements, University policies, & resorces. Students became aware of possible careers & requirements; awareness of programs for SAA students in the health professions. Students were motivated to begin their college careers. Students were impressed with opportunities in Bio. Sci.	Yes	Yes	Yes
Summer Educational Opportunity Program Faculty/Staff & Student Rap Session.	To expose students to SAA role models & resources.	SAA students	Student felt comfortable about their chosen major. Motivated to ask questions & to think about possible careers in research. Students were given strategies for success.	Yes	Yes	Yes

Chart #1

Page 5

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 S[illegible] ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Particpation in Student Organizations, Bi-monthly meetings.	To dissemination information & resources that are pertinent to students'goals/ success. To demonstrate School's support towards organizations. To serve as a role model.	Black Students in Science, Chicanos for Creative Medicine, Third World Women in Health	Through efforts students applied to a variety of summer premedical programs (4 acceptances at Harvard Program & 10 at UCI). Students who were accepted to medical schools for 1985 received scholarships through efforts. Students attended a variety of conferences at professional schools. Students were exposed to professional role models. Students developed their organizational and leadership skills further. Students worked closely together in regards to academics & emotional support.	Yes	Yes	Yes
Workshop: Summer Pre-Medical Programs.	To have UCI students accepted to programs for further development of medical school candidacy.	SAA students.	Students were accepted to Summer Programs in California & externally. Academics were strengthened, confidence in goals, & networking with a variety of resources. Participants became role models with their peers who have equivalent aspirations.	Yes	Yes	No

Chart #1

Page 6

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Academic Monitoring of SAA students in collaboration with Special Services.	To assist students in academic planning & career preparation, to assist students who are placed on probation, and particularly those who are subject to dismissal, to assist students in pursuing alternatives to Bio. when appropriate, to channel students to appropriate resources. To network with appropriate resources on campus & externally.	SAA students	Students were assisted with their academic endeavors; many felt the support of the School & counseling staff. Students were presented with plans for action in reference to improving academics. Communication with resources was enhanced. Students became aware of the options & opportunities available to them.	Yes	Yes	Yes
SAA Success Guidance Workshop.	To provide a positive experience to new students through exposure to academic units, role models, resources, & student life. To provide an orientation program.	New SAA students. (200)	Students were exposed to the academic units & resources. Particulary effective was the interaction with role models. Questions were answered concerning academics & policies. Interaction with the administration, resources, and students. Relationships were established with counselors.	Yes	Yes	Yes

Chart #1

Page 7

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 S ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Minority Peer Advisor in Student Affairs Office.	To provide a role model for students, to enhance cultural diversity in the School, to provide students with a peer resource in terms of counseling and outreach.	SAA students	Students utilized counseling services more often. Students felt comfortable & confident in seeking assistance. Peer advisor was a valuable resource with student organizations. Peer advisor assisted with SAA program planning: recruitment, outreach, & retention.	Yes	Yes	Yes
Summer Pre-Medical Program at UCI.	To assist in curriculum development, recruitment, admissions, and teaching within program.	SAA students Premedical.	UCI students were accepted into the program, Bio. Sciences faculty participated by accepting 8 students into their research laboratories, the curriculum was enhanced through joint teaching session by Dr. Jose Sandoval & Susana Canett, UCI students strengthened their study skills & knowledge about the medical school process and careers in medicine, Non-UCI participants became interested in transferring to UCI Bio. Sci. Participants established close relationships with each other & all those involved in program. Exposure to role models. Student's developed their confidence further; as well as leadership skills.	Yes	Yes	Yes

Chart #1

Page 8

Unit: Biological Sciences

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Cross Cultural Volunteer Program, Co-Sponsor.	To allow students clinical experience in medicine exposure to primary health care in SAA communities, exposure to role models, & to assure that students gain a realistic perspective about a career in medicine.	SAA students interested in the health sciences.	Students gained a realistic perspective about medicine, interaction with role models, close contact with patients & medical team, students gained an understanding of needs in underserved communities. Students developed their communication, organiational, & leadership skills further. Students who speak Spanish were able to enhance their skills in medical terminology; students who did not speak Spanish gained knowledge in basic terminology & communication skills.	Yes +++++	Yes	Yes
Weekly Counseling witn a Physician, Tuesday afternoons with Dr. Jose Sandoval.	To expose students to a role model, to assist students with undergraduate preperation in reference to health professional candidacy.	SAA students	Students were able to evaluate their academic record in preparing for candidacy to professional school. They were also given strategies for success and key resources in the medical sciences. Long range goals were reinforced through role modeling.	Yes	Yes	Yes
Big Sister/ Big Brother Programs through SAA Student Organizations.	To orient & assist new students. To provide role models.	New SAA students.	Students received peer support during first year through role models. Networking with resources.	Yes	Yes	Yes

Chart #1

Page 9

Unit Biological Sciences

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 [illegible] ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Recruitment Workshops.	To encourage students to apply to professional schools across the nation. To provide them with resource people, to provide them with role models.	SAA students	Students were exposed to a variety of programs: Harvard Medical/Dental Programs, Michigan State Medical School, U.C.L.A. School of Public Health, California College of Osteopathy, U.C. Davis Veterinary School. Students gained insight in regards to the opportunities at these schools. UCI students have enrolled in the first year class 1985 at some of these institutions.	Yes	Yes	Yes
Health Sciences Advisory Committee; Minority Affairs Component.	To increase the number of SAA students accepted to the health professional schools nationwide.	SAA students	Students gained an understanding of minority status within the admissions process to professional schools, in writing Committee Letters of Recommendation counselors focused on information relevant to minority candidacy, SAA students gained acceptances to health professional schools across the nation.	Yes	Yes	No
Participation in SAA workshops & conferences, and to be involved in SAA committees.	To gain further knowledge in SAA & University issues, and to participate in the implementation of the U.C. Five Year Plan.	Faculty, Staff, & administration.	In these efforts the School of Bio. Sciences has been represented consistently, we have gained further insight of the issues at hand, networking has been reinforced.	Yes	Yes	Yes

Unit: SCHOOL OF BIOLOGICAL [illegible]NCES

Date: August 14, 1985

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
II, III To enhance the recruitment of SAA students	Assist in the preparation of SAA students who are interested in or who wish to pursue the Biological Sciences/and careers in the health professions.	Susana M. Canett (SMC)	Site Visits: High Schools & Community Colleges.	SAA students.	Two hour site visits. Follow-up counseling session at UCI & exposure to campus. F, W, S.	Increased enrollment of academically prepared students who are UCI eligible.	Enrollment statistics of SAA students.
IV, V, VI, VII, VIII Retention of SAA students.	Provide an environment in which students have access to information, resources, and networking mechanisms by which they can be successful.	SMC	Workshops concerning undergraduate preparation, strategies for success, and the process involved in applying to professional schools.	" "	Two Hour Workshops. Follow-up counseling appointments. F, W, S.	Improved GPA and success in Bio. Sci. curriculum.	Graduation of SAA students, Honors at graduation, Number of acceptances into professional schools.
I. II Outreach efforts.	Motivate young women to purse the sciences & careers in the sciences.	Jessica Henderson Marco Banda Adisa Anderson	Expanding Your Horizons Conference, "Women in Mathematics and Science."	" " 180	One day. Follow-up couseling appointments for interested students.	Motivation of SAA students to explore science. Contact with the University. Reinforcement of positive relationships with the school districts.	Enrollment of SAA females in the sciences.
I, II Outreach efforts	Motivate students to prepare for careers in the sciences	Chicanos for Creative Medicine, Black Students in Science, Susana M. Canett	High School Science Conference	" " 200	One Day. Follow-up Activities.	Increased enrollment of SAA students in higher education.	Enrollment of SAA students in Health Professional Schools.

Unit: BIOLOGICAL SCIENCF [illegible]ntinued

Chart One

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
VII, VIII Retention Efforts. Recruitment efforts to UCI College of Medicine.	Exposure to medical education, support systems, and role models.	Susana M. Canett Libby Parker Black & Chicano medical students	Bridge Program.	SAA Students, Jr. & senior level.	Fall, Winter, Spring	Successful completion of undergraduate curriculum.	Graduation statistics Acceptances to medical school of applicant pool.
IV, V, VI, VII, VIII Retention efforts & Recruitment to UCI College of Med.	To assist in the preparation of students in the field of medicine	SMC Libby Parker	Educational Agreements with UCI College of Medicine. A series of workshops and conference.	SAA Students.	Two hour workshops & one day conferences. Fall, Winter, Spring.	Enrollment of UCI undergraduates at College of Medicne or other Institution.	Enrollment of first year medical students.
II, III Recruitment efforts.	To assist in the preparation of students for UCI admissions.	Dennis Lopez SMC	Recruitment assistance in collaboration with EOP.	" "	Fall, Winter Spring.	Increased enrollment of SAA students at UCI.	Enrollment statistics.
IV Retention efforts.	Orientation to Bio. Sci. curriculum and resources.	SMC SAA Students.	Summer Educational Opportunity workshops.	" "	Two Hour Sessions, Follow-up Appointments.	C or better average GPA at the end of the first quarter, and continuous upward trend thereafter.	GPA statistics.
IV, VI Retention efforts	Orientation to the University & all it has to offer, strategies for success.	SAA staff committee, SMC for Bio.	SAA Success Guidance Workshop.	" "	5 hours, Follow-up appointments.	Familiartiy with system resources, and role models.	Statistical data in regards to services utilized during the year, & GPA statistics.

Chart One

Unit: BIOLOGICAL SCIENCES inued

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
IV, V, VI, VII, VIII Retention efforts.	Dissemination of information & the demonstration of the School's support in reference to student activities. Role modeling.	Susana M Canett	Work with student organizations in activities & projects.	Black Students in Science. Chicanos for Creative Med.	Bimonthly, Two hour sessions, F, W, S.	Improved academics, awareness of career options, networking with resources on campus and externally.	GPA statistics Attitudes of students and utilization of information.
V, VI, VII Retention efforts	Recruitment of 15 students to programs	SMC	Summer Premedical Programs Recruitment.	SAA students.	DEC-MARCH	Enrollment in Summer Programs	Enrollment statistics.
V, VI, VII Retention efforts	To monitor progress of students who participated in summer programs.	SMC	Longitudinal study of Premedical Summer Participants	" "	F, W, S.	Academic progress in medical school candidacy.	Enrollment of study group in medical schools.
IV, V, VI, VII, VIII Retention efforts.	The academic success of SAA students.	SMC	Monitoring of students with Special Services. Correspondence and counseling sessions	" "	F, W, S.	Improved GPA's & upward trends in grades. Student's confidence in her/his abilities, and familiarity with environment.	GPA statistical data.
IV, V, VI, VII, VIII Retention efforts	To provide role models for SAA students. To attain cultural diversity in the staff.	Allison Lawton	Minority Peer Advisors.	" "	F, W, S.	That SAA Bio. majors will utilize the counseling services available.	Number of students utilizing services. Improved academics. Positive attitudes about cultural diversity.

Chart One

Unit: SCHOOL OF BIOLOGICA[illegible]NCES

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
IV, V, VI, VII, VIII Retention efforts	To provide clinical exposure tp pre-medical students. M.D. role models. Exposure to community medicine. Particularly primary health care within an indigenous patient population.	Dr. Jose Sandoval Student Coordinator SMC	Cross Cultural Volunteer Program.	SAA Students	F, W, S, Summer Follow-up counseling sessions with M.D.'s	Realistic perspective about a career in medicine. Goal setting. Knowledge & awareness about health care system. Positive attitudes about preperation. Strengthening of academic record.	GPA progress. Acceptances into health professional schools.
IV, V, VI, VII, VII Retention efforts.	To provide a role model in medicine, faculty as well as administrator. To enhance the student's knowledge about careers in the health sciences. To strengthen academic preparation.	Dr. Jose Sandoval SMC	Health Sciences Counseling Program with Dr. Sandoval.	" "	Two hour sessions, once a week, F, W, S, & Summer	Build upon Students'confidence in goals and progress, & knowledge about the medical sciences , & strategies for applying to professional schools.	GPA Progress. Acceptances into health professional schools.
IV, VI Retention efforts.	To assist new students in the transition to UCI.	Chicanos for Creative Med. Black Students in Science	Big Sister/Big Brother Programs.	" "	F, W, S.	Familiarity and utilization of UCI resources Establishment of new friends. Strengthening of academic record.	GPA progress.
IV, V, VI, VII, VIII Retention efforts	Reinforcement of role models in medicine.	Dr. Jose Sandoval	Yearly retreat in the mountains.	" "	Two days	Positive attitudes about goals and careers in the health professions.	Enrollment in professional schools.

Chart One

Unit: BIOLOGICAL SCIENC

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
VII, VIII Career Orientation.	To provide students with access to professional schools. Information about admissions, resources, and contact people.	Susana M. Canet	A series of workshops focused at inviting recruiters from Professional Schools in California and externally.	SAA Students	Two Hour Sessions. In some cases, followed by site visits. F, W, S.	Knowledge about programs and careers in specific fields. Increased UCI applicants at Professional Schools that participate.	Number of UCI students accepted at professional schools.
VIII Career Planning	To assist rejected medical school applicants strengthen their candidacy for medical school admissions.	Ricardo Valdez Elizabeth Parker SMC	Course work in the sciences, research, study skills, MCAT review. Post-Baccalaureate Program in cooperation with UCI College of Medicine.	Rejected SAA med. school applicants	One year, Full-time enrollment	Participants will improve their academic profile.	MCAT scores. Number of acceptances to medical schools.
IV, V, VI Retention efforts.	To assist new students in the transition to UCI.	Chicanos for Creative Medici Black Students in Science SMC	Advanced standing students will volunteer as tutors in the Biological Sciences. Tutors will receive units.	New SAA students & sophmores.	F, W, S,	Improved GPA's Confidence in abilities Positive attitudes about higher education and future goals.	Statistical data focused at trends in grades.
VII, VIII Rentention efforts, career planning.	To assist students explore the arena of research.	SMC Cindy Eddleman	Workshops involving faculty concerning research opportunities at UCI.	SAA students.	F, W, S.	Enrollment in research projects.	Number of students enrolled in Bio. 199. Number of students who participate in research symposium & who receive "Excellence in Research."

Unit: BIOLOGICAL SCIENC continued

Chart One

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
VIII Career Planning	To assist students in financing post-graduate work	SMC Cindy Eddleman	Write comprehensive letters in support of scholarshops. Particularly National Medical Fellowships, & National Hispanic Scholarship Fund.	Saa graduating seniors	Throughout the year	Students will receive financial assistance	Number of scholarships given.
VII, VIII Career Planning	That SAA candidates be accepted into the professional school of their choice.	SMC Cindy Eddleman Carolyn Willman	Health Sciences Advisory Committee, Minority Affairs.	SAA applicants	March thru December	Students will be accepted into health professional schools.	Number of acceptances offered.
Development and implementation of SAA programs.	To further our knowledge and expertise in SAA issues.	SMC	Participate in workshops, conferences, and committees.	Staff at UCI	Throughout the year.	Networking, New knowledge about SAA issues, Improved programs, and improvement towards the implementation of the UC Five Year Plan.	Equity in enrollment of SAA students in regards to state population Success of SAA students at UCI.

Unit: BIOLOGICAL SCIENCES

Date: August 14, 1985

1985-86
Schedule of Activities

Most activities will be implemented throughout the year, except for the activities listed below:

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Expanding Your Horizons									X			
High School Science Conference										X		
Summer Educational Opportunity Program Workshops	X	X										
Success Guidance Workshop			X									
Summer Pre-Medical Programs Recruitment						X	X	X	X			
Yearly Student Retreat											X	
Health Sciences Advisory Committee, Minority Affairs	X	X	X	X	X	X			X	X	X	X

ENGINEERING

42

Page 1

Unit: Engineering

Date: August 14, 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1. Identify Engr SAA files	Facilitate the staff in continuing to provide the additional needed special attention towards delivery of on-campus services.	SAA population	The counseling staff has developed a working awareness of who the SAA pop. is. This assists the process of establishing a firm counseling/support relationship with this population.	Yes	Yes	Yes. By discretely identifying the students' files, staff awareness is directly increased.
2. SEOP Academic Counseling	Provide personal instead of group advising to SEOP participants. Allows staff and students to individually discuss concerns. Promotes academic advising as a necessary and un-threatening activity.	SAA pop who are participating in SEOP	Students from the 1984 SEOP reoprted feeling at ease with counselors and were willing to seek advice. Also, the relationship with Special Services was strengthened.	Yes	Yes	Yes. The early establishment of a trust-bond between students and counselors may effect academic motivation/success.
3. Engineering Honorary Student Soceities to provide tutoring for SAA at no cost.	Increased opportunity for tutor use. Located in Engr. building and at no cost, available to any SAA student.	SAA pop	It was planned to provide this service to SAA students only. Upon meeting with the soceities, it was decided that membership was sufficient to meet the needs of all Engr. students. Tutoring was organized and maintained throughout the academic year. One tutor per hour located in the Engr student-use room,	Yes, though not as originally planned.	Yes	If possible

*** SAA Population refers to Engineering and Unaffiliated/Engineering students

Page 2

Unit: Engineering

Date: August 14, 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?	
3. cont			Computer Science 209. Tutor has a sign indicating to others what he/she is there for. All students have noticed and appreciate this unique service which has been promoted through ECSEL and the school news letter.				
4. Project ECSEL	By providing support activities, increase the retention of Engr and ICS SAA population. To assist with their matriculation.	SAA pop	ECSEL has effectively completed its first year as a support program, under the direction of Mrs. Sharon Gomez, Special Services. With the assistance of Robert Gomez, Career Planning and Jennifer F. Taylor, Academic Counselor, ECSEL provided successful academic and social programs. Stats illustrating this success will be available during Fall 1985. ECSEL students enjoy the program and a 95% return rate is expected. One unanticipated outcome is the struggle to secure definite, continual support for funding, space, program supplies and faculty support.	There are no statictically sound figures available to support an increase or decrease in retention rates. However, through personal observation, I believe success has been achieved. 1. ECSEL students are more likely than non-ECSEL SAA to seek academic advice. 2. ECSEL students seem to be more involved with the Engr. clubs. 3. ECSEL has almost tripled in size. ///	Yes. ECSEL will continue as long as funds are available Although a request was made for additional monies, it was denied. ECSEL's effectiveness could be increased by the additional funding through the coordination of more services. Additionally, it could be expanded to include other science disciplines on campus (Phys. Sci & Bio). The establishment of a campus-wide Minority in Science program would assist not only the SAA population, but the achievement of the SAA goal, the increased academic success of these students.	YES!!	/// 4. Engr. has more upper division SAA than ever. 5. Several ECSEL students will be graduating SP1986, dramatically effecting the Engr. SAA graduation stats.

Chart #1

Page 3

Unit: Engineering

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
5. Faculty Advising for SAA pop.	With the assignment of faculty advisors at the beginning of the academic career, it was hoped a more substantial relationship with the faculty would develop.	SAA pop	When approached with this proposition, the different departments reacted in very different ways. Civil & Mechanical Engr. strongly supported this idea. However, they didn't wish to single out any pop. of student, potentially creating a negative reaction. Instead, they decided to see all students from the start. Electrical on the other hand, refused to see ANY student before the upper-divison years. Furthermore, they would only discuss career or philosophical questions, not individual academic programs.	Yes and no. Yes, the objective of faculty advising was partially met, but there was not a full commitment.	No. It no longer is part of the SAA program.	Yes.
6. Increased correspondence with SAA.	Most student/counselor correspondence is related to academic progress. More SAA get neg. reviews than pos. By increasing the amount and type of corredpondence, it is hoped a more positive association with counseling will occur.	SAA pop	Once again, there are no statistically sound correlations available. However, through discussion with students, I have received "mixed reviews". Many students appreciate the thought of the letter With out a word processor, however, it is impossible to personalize the letters which are then seen as [illegible]	Yes. Most students enjoyed their letters, congratulatory of course!	Yes	Yes

Chart #1

Page 4

Unit: Engineering

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
6. cont			"another form letter from the University". Other students were impressed with the idea, but received the wrong letter (human error! All in all, the letters are beneficial, but could be improved with the use of a word processor or additional manpower to personalize them.			
7. Pull SAA registration packets.	To insure all SAA students see an academic counselor For those hesitant in seeking assistance, this will act as a catalyst.	SAA pop	It was anticipated this would force SAA students into developing a relationship with the counseling staff After discussion, it was decided this would have a more negative than positive result. Respect must be earned, not enforced. Also all CE and ME students are now required by their department to see their faculty advisor once a qtr.	NA	No	No
8. Encourage SAA Engr/Unaffiliated students.	To increase the population of Engr/Unaffiliated who were successful in changing their major to Engr.	Unaff/Engr SAA	It was discovered that, due to the thrust admitting SAA directly into Engr, the SAA Engr/Unaffiliated population was greatly decreased. If qualified, SAA were quickly changed to Engr. If not, they were not falsely encouraged, and were counseled into another major or to transfer.	Yes. Those who qualified were quickly admitted.	Yes	NA

Chart #1

Unit: Engineering

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
9. Special Summer Academic Advising and Orientation Program.	Increase the retention of SAA and allow a more smooth transition to UCI.	SAA pop and their parents	During the Summer of 1984, all new Engr SAA and their parents were invited to attend this program. None attended. Because of this negative response and the discussion it provoked, it was decided to discontinue this program. Instead, a special welcome for SAA will be presented through ECSEL.	NO	NO	NO
10. SAA Parent Night Orientation	Acquaint SAA parents with the realities of Engr, the academic counselors, and the academic program. Facilitate a working relationship, hopefully prevent strife.	SAA parents	Because of the lack of response to the other parent program, this program was also discontinued.	NO	NO	NO
11. Outreach for SAA	Increase the number of enrolled SAA freshman and transfer students	High school & community college students.	Increased SAA enrollment in Engr at UCI. No stats are available to measure student population over several years. Additionally, the amount of time available to outreach is very limited. Transfer requirements are extremely difficult; a 4.00 is required for Electrical transfers.	Retention rate for Fall 1985 applications is SAA = 17% a good start! Transfer students still need help.	Yes	Yes.

Chart #1

Page 6

Unit: Engineering

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
11. cont			They are also required to attend courses at UCI before transfer. While the population of freshman SAA was directly increased through Engr policy, this was not continued through to the transfer level.			
12. Attend SAA conferences.	New ideas can be incorporated into existing services.	Engr counselors	It was anticipated there would be no difficulty in securing funds to attend conferences. On the contrary, the one request for full funding to attend an Asisan conference was denied to one counselor and begrudged to the other. Also, partial funding for other events was difficult to obtain.	Yes. Because of the Asian Conference attended, UCI will host its own Asian Awareness Conference with both Academic Counselors working on the program.	Yes. More positive results are anticipated.	Yes
13. Resume Writing Workshop. In conjunction with the Career Planning and Placement Center (CPPC)	Increased skills and knowledge of resume preparation for SAA. Increased use of CPPC through familiatity with staff and services.	SAA pop	Resume workshops presented in conjunction with CPPC throughout the academic year. Additionally; career awareness, career goal setting, and job interviewing workshops were offered through ECSEL. ECSEL members created a resume book which assisted several with securing summer employment.	The SAA use of CPPC was not measured. The ECSEL resume book did directly impact several students, as mentioned.	Yes	Yes

Chart #1

Page 7

Unit: Engineering

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
14. Engineering and ICS Career Fair In conjunction with the CPPC.	Expose SAA to career opportunities. Familiarize them with Engr. organizations in a non-threatening atsmophere.	SAA pop.	Attendence at the 1984 Career Fair was not measured. Remarks, however, were all positive and enthusiastic.	Yes	Yes	Yes

Page 1

Unit: Engineering

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

Engineering students (ENGR.) will include Unaffiliated/Engineering.

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. To increase underrepresented SAA student's success. B. To retain SAA students as eligible for the following year.	To increase the academic success of SAA Engr. and Unaffiliated/ Engr. students, allowing them to continue their academic program.	Engr. Minority Student Affairs Coordinator, Jennifer F. Taylor	Identify Engr. SAA files. To assist in identifying the SAA population, all student files will be discretely designated as SAA with colored dots.	SAA pop	File marked upon enrollment in Engr program.	Faciliate the staff in continuing to provide the additional special attention towards delivery of on-campus services available.	NA
		Engr. Academic Counselors	The delivery of personalized counseling to the SEOP participants. To faciliate the counseling relationship with SEOP participants.	Engr. SEOP	During a designated time while in the SEOP program.	Meet counseling staff in non-threatening environment. Hopefully increase the use of academic advisement.	NA
		Engr. Honor Soceities, Minority Student Affairs Coordinator	Engineering Honor Soceities to offer tutoring at no cost to SAA students. Both Tau Beta Pi and Eta Kappa Nu will be required, as part of their organizational duties, to provide tutoring to students who request assistance.	All Engr.	Throughout academic year	Increased opportunity for tutor services. Located in the Engr. student use room, it will be at no cost to students.	NA
		Sharon Gomez, Director ECSEL	Engineering/ Computer Sci. Educational Laboratory Assistance with matriculation through academic and social support programs.	Engr & ICS SAA	Throughout academic year.	Increased retention and success of SAA.	Student tracking will be done through the campus tracking program in Information Services.

Page 2
Unit: Engineering
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
cont.	cont.	Minority Student Affairs Coord.	Increased correspondence to SAA. Most student correspondence focuses on academic progress. More SAA students receive negative (probation or dismissal) letters than positive(Dean's List).A personalized letter will be sent to students either congratulating them for continued success or encouraging them if they are not doing well.	SAA pop	Two to three weeks after each quarter.	As SAA generally receive more negative than pos. letters, a poor attitude towards the counseling office is more probable. Correspondence of a congratulatory or supportive nature may help to dispel any negative attitudes.	NA
		Academic Counselors	Encourage Unaffiliated/ Engineering students. As in previous years, we will continue to support the attempts of Unaffiliated SAA to change to Engr.	Unaffiliated SAA	Throughout academic year.	Increase the number of SAA change of majors to Engineering.	NA
C. To enhance the social adjustment of underrepresented SAA students to the University.	To increase the positive attitudes of SAA towards the Engr. program and the University.	Minority Student Affairs Coord. & ECSEL Director	ECSEL Parent Night. Parent night is planned to assist with the transition from other campuses to UCI. Many SAA parents fear "the institution" and the effects it will have on their children. By introducing the parents	New SAA parents	Once a year during Fall quarter.	Less fear of and bad feelings towards UCI and the Engr. program. Increased family support for students, leading to increased academic success.	Number attending parent night.

Page 3
Unit: Engineering
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
cont	cont		to the University, the academic counselors and ECSEL in a non-threatening atsmophere, it is hoped these negative feelings will be alleviated.				
		Minority Student Affairs Coordinator/ ECSEL Director	ECSEL Welcome Night During the Fall quarter, an evening program welcoming new SAA is planned. All new SAA will be invited, introduced, and welcomed to participate in ECSEL. Displays, slide show and social activity.	New SAA	Fall Quarter	Increased enrollment in ECSEL. Increased success through participation with ECSEL	Number of new SAA freshmen participating.
		Minority Student Affairs Coordinator/ Financial Aid	NACME Scholars Program The National Action Council for Minorities in Engineering (NACME) provides monies for freshman scholarships. These will be advertised and awarded to new SAA. Presentation at the yearly awards banquet.	New SAA	Once, at start of enrollment	With recognitation for past academic achievements, it is hoped these students will continue to enjoy academic success. Shows additional support for SAA.	NA

Page 4
Unit: Engineering
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
D. To increase SAA student enrollment and retention in units where an underrepresentation exists.	To increase SAA enrollment in the Engr. programs.	Academic Counselors	Outreach for SAA Both academic counselors will visit SAA high schools and community college campuses in order to attract a greater SAA population. Work in conjunction with the Office of Relations with Schools and Colleges.	High school & Community College SAA	Throughout the Academic Year.	Increased SAA enrollment in the Engr. programs.	NA
		Academic Counselors This must also be supported at the Dean and Asst. Dean levels.	Attend SAA Conferences The academic counselors will request monies to attend conferences about SAA .	Academic Counselors	When possible.	New ideas will be incorporated into existing programs, resulting in increased success.	NA
		Minority Student Affairs Coordinator	Recruit SAA denied admittance into UCI/ Engineering programs. During the Spring or summer, letters of encouragement inviting students to a counseling appointment will be sent. By careful planning and solid academic achievement, these students could eventually transfer or change their major. to engr. at UCI.	SAA denied entrance	Once yearly.	Increased numbers of change-of-majors and transfers to Engr.	NA

Page 5
Unit: Engineering
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
E. To assist underrepresented SAA in understanding the relationship between the undergraduate curriculum and future career alternatives.	To increase the number of SAA utilizing CPPC and other career services.	Minority Student Affairs Coordinator/ CPPC	Resume Writing Workshop As in previous years, the CPPC will continue to provide resume writing workshops to all Engr. students. Additionally, workshops will be presented in ECSEL.	SAA pop	For several hours during the academic year at designated times.	Increased usage of CPPC and other career services. Because the students will be more familier with the services and staff.	NA
F. To assist underrepresented SAA to develop specific educational and career goals and to formulate plans for reaching those goals.		Academic Counselor CPPC	ENGINEERING/ICS Career Fair As in previous years, we will continue to coordinate the Career Fair with CPPC.	All Engr.	Fall Spring Several hours on designated dates.	Increased use and awareness of career services available. The opportunity to meet industry reps in a non-threatening situation.	NA

SCHOOL OF FINE ARTS

Chart #1

Page 1 of 2

Unit: School of Fine Arts

Date:

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Entrance Interviews	To increase SAA enrollment and retention where under-representation exists.	SAA Students	37 students were scheduled for appointments; only four responded to the interview.	Partially	Yes, with timing improvements to increase responses.	Yes
Exit Interviews (From courses)	Retention	All students	Difficult to enforce	Partially met	Yes	Yes
Exit Interviews (From school)	Retention	All students	Difficult to enforce	Partially met	yes	yes
Congratulatory Letters	To recognize student accomplishments	SAA and other students	N/A	Yes	Yes	Yes
Recruitment Invitational Events	Invited potential SAA student to sample school events	Potential SAA Students	All events were available to the Outreach Program.	Partially	yes	Does not apply to all schools or programs.
Artists in Training	To have student artists visit target schools.	SAA target schools	Program not yet funded.	no	It will be initiated to the extent that funding is received.	Yes, in adapted form

ART I (Continued)

ASSESSMENT SHEET FOR 1984-85 SAA ACTIVITIES

Program Activity	Program Objectives	Target Group	What were the Anticipated and Unanticipated Outcomes?	Were Program Objectives met?	Will This Activity be continued for 1985-86?	Is this Activity Worthy of Campus Wide Replicatio
Collaboration with SEOP	To introduce students to the School of Fine Arts	SEOP Students	N/A	Yes	Yes	Yes
Counselor Participation in Workshop/Conferences.	To obtain information	Counselors working with SAA students	Excellent information obtained and passed on to students	Yes	Yes	Yes
Counselor Outreach	To target Schools with EOP representatives	SAA target Schools	Increased enrollment of these groups	Yes	Yes	Yes

Page: 1 of 2

Unit: School of Fine Arts

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Create a Peer Mentor Program	To ease student entrance into the School of Fine Arts.	Academic Counselors	Peer Mentor to meet with students and serve as big brother/ big sister.	Incomin SAA	Year round	Academic and social growth	Number of participants and retention.
Establish Artists in Training Program	To increase student enroll-ment.	Chief Academic Advisor, Keith Fowler	Fine Arts Student Artists to visit target schools.	SAA	Depending on funds	Increased enroll-ments	Number of target schools contacted.
Improve retention	To facilitate student integra- into school.	Keith Fowler	Entrance Interviews	Incoming SAA	Each Quarter	Retention and increased enroll-ment.	Number of particpants and retention.
Monitor class enrollment	Retention	Counselors & Keith Fowler	Students will be required to have Dean's signature after 2nd week of classes which will target them for course exit interviews.	all students	all year	Gathering information concerning student reasons for dropping	Final Statistics
Monitor withdrawls from school	Retention & Info. gathering	Keith Fowler & Counselors	To interview students upon withdrawal from school.	all students	all years	Gathering information concerning student reasons for dropping	Final Statistics
Invite SAA students to Campus	Recruitment	Keith Fowler with Outreach Program	To increase enrollments as a result of invitational programs	SAA		Increased enrollments	

Page 2 Of 2

Unit: School of Fine Arts

Date:

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Congratulatory letters	Student Recognition	Academic Counselor	In addition to regular honors and awards, special letters of congratulations	SAA Students	Every Quarter	Acknowledgement of student efforts	Not measurable
Interface with SEOP	Retention	Academic Counselors	Participation in summer programs - Counseling	SEOP	Summer	Retention	Final statistics
Counselor Participation in workshops & Conferences	To obtain information and improve counseling	Academic Counselors	Attendance at workshops and conferences	Counselors	As Scheduled	Improved counseling for students	Not measurable
Counselor Outreach	To visit target Schools with EOP Representatives	SAA target Schools	Visit schools, counsel and give information for recruitment	SAA	AS Scheduled	Increased SAA Enrollments	Final statistics

Chart #3

Page 1

Unit: School of Fine Arts

Date: 7/29/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Peer Mentor Program	All	Year										
Artists in Training	Time line depends on funding.											
SEOP	XX	XXX	XXX									
Congratulatory Letters	At the end of each quarter											
Counselor Outreach			XXX	XXX	XXX	Throughout the year as scheduled with Relations with Schools						
Success Guidance Workshop			XXXX									
Entrance Interviews			XXXX									
Exit Interviews as needed												
Invitational Events Events			XXX	XX	XXX			XXX	XXX	XXX	XXX	
Counselor Participation in Workshops and Conferences		AS SCHEDULED										
Congratulatory Letters at the end of each quarter						XXX			XXXX			XXX

HUMANITIES

t #1

Page 1

Unit: Humanities

Date: September 4, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Assign all lower-division SAA students to one good faculty advisor. Require students to see this advisor during O Week	Excellent advsing	Freshmen & Soph SAA students	Registration in proper courses.	Assignments made before SAAs were known; limited implementation	Yes	Yes, but modified to meet numbers
Invite Hum SAA students to join Hum Council and other dept'l organizations.	Integrate Hum SAA students into the School	All Hum SAA students	Involve SAA students in School student events	Yes, but for 85-86 we need to be more specific	Yes	Yes
Send letters of congratulations to outstanding SAA students each quarter	Increase academic success	All Hum SAA students	Recognize excellence of Hum SAA students; encourage continued good work	Yes	Yes	Yes
Invite Hum SAA stdnts to all career progrms for Hum students	Increase career planning info	All Hum SAA students	Encourage career inquiry. Provide career models.	1984-85: No 1985-86: Yes, we will	Yes	Yes
Inform Hum SAA stdnts of internships available to Hum majors	Practical job experience	SAA students by major	Work experience while still in school; possibly some financial assistance	"	Yes	Yes
Provide timely degree checks for all Hum SAA students	Graduate Hum SAA students on time	Upper-div Hum SAA students	Timely graduation certifications	Yes	Yes	Yes
Require Hum Peer Advisors to attend workshops on counseling SAA students	Increase Peer Advisors' sensitivity to Hum SAA students	Hum Peer Advisors	Increase Peer Advisors' sensitivity to cultural differences	Workshops not offered during acad. year but one Peer Advisor had it earlier	Yes, if workshops are offered	Yes

#1

Page 2

Unit: Humanities

Date: Sept. 4, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Interview graduating Hum SAA students	Ask SAA graduats to evaluate their UCI experience in Humanities	Graduated Hum SAA students	Possible adjustment of our SAA programs	Project not yet completed	Yes	Yes
Hold "exit" interviews with Hum SAA students leaving UCI or Humanities	Find out why SAA students leave UCI or the Humanities	Hum SAA stdnts who leave UCI or Humanities	Discover any patterns which might be discouraging our SAA students	1984-85: No 1985-86: Yes	Yes	Yes
Provide academic counseling for SEOP Humanities majors	Place SEOP students in proper courses	SEOP Hum SAA students and acad. counslrs	Proper course enrollments; more positive attitude towards acad. counseling	Yes	Yes	Yes
Involve Hum SAA alumni in career programs for current SAA students	Provide Hum SAA students with role models	Mostly upper-div Hum SAA students	Provide career role models	1984-85: No 1985-86: Yes	Yes	Yes

Page 1

Unit: Humanities

Date: September 6, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV. A-C, E V. A-C, E	Excellent advising	Dayle Nunez Cathy Smith	Assign all lower-division Hum SAA students to one good faculty advisor.	Frosh & Soph Hum SAAs	Acad. year	Registration in proper courses. Better relationship between advisor & students	Check academic planning guides. Send students questionnaires re their advising experiences.
IV. D V. D VI. D VII. D VIII. D	Integrate Hum SAA students into the School	Dayle Nunez Cathy Smith	Invite Hum SAA students to join Hum Council and dept'l organizations.	All Hum SAAs	Acad. year	Involve SAA students in School student activities.	Organizational memberships. Program participation.
IV. A V. A VI. A VII. A VIII. A	Increase acad. success	Dayle Nunez Cathy Smith	Send letters of congratulations to outstanding Hum SAA students each qtr	All Hum SAAs	End of each qtr	Recognize excellence of Hum SAA students; encourage continued good acad. work	Transcript reviews
IV-VIII. B&F	Increase career planning info	Dayle Nunez Cathy Smith	Invite Hum SAA students to all career programs for Humanities majors	All Hum SAAs	Perhaps twice a yr	Encourage career inquiries; provide career models	
	Work experience in major field	Dayle Nunez Cathy Smith	Inform Hum SAA students of internships which become available	Upper-div SAAs by appropriate major	Perhaps 4 times a yr	Practical experience while still in school; perhaps some financial assistance	Poll students later

Page 2

Unit: Humanities

Date: September 6, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Sensitize Peer advisors to Hum SAA students	Dayle Nunez Cathy Smith	Require Hum Peer Advisors to attend workshops on counseling the culturally different	All Hum SAAs	One time per year	Increase Peer Advisors' sensitivity to cultural differences	
	Ask Hum SAA graduates to evaluate their experience at UCI in Humanities	Dayle Nunez Cathy Smith	Send questionnaires to Hum SAA graduates	Graduate Hum SAAs	At the end of Spring Qtr	Possible adjustment of our SAA programs	
IV.-VIII. C	Discover why SAA students leave UCI or Hum	Dayle Nunez Cathy Smith	Hold "exit" interviews with Hum SAA students withdrawing from UCI or from a Hum program	All Hum SAAs	Entire year	Discern any patterns which might be discouraging our SAA students	
IV.-VIII. A, C	Place SEOP Hum SAA students in proper courses	Dayle Nunez Cathy Smith	Provide academic counseling for SEOP Hum SAAs	SEOP Hum SAAs	Summer SEOP program	Proper course enrollments; more positive attitude towards academic counseling	Review of Study Lists & transcripts
VI.-VIII. E	Provide Hum SAA students with alumni role models	Dayle Nunez Cathy Smith	Involve Hum SAA alumni in career programs for current Hum SAA students	Mostly Upper-div Hum SAAs	Perhaps 2 times a year	Provide career role models for our Hum SAA students	Interviews of Hum SAA graduates
	Refer Hum SAAs to Spec. Svcs. Mini-Workshop on grad. school,etc.	Dayle Nunez Cathy Smith	Send letters announcing the workshop in Spring & encouraging attendance	All Hum SAAs	Spring Qt	Encourage continuation of education; assistance with writing resumes,etc.	Interviews of graduates

Chart #3

Page 1

Unit: Humanities

Date: Sept. 6, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Assign Hum SAA to advisor		X	X									
Invite Hum SAA to join Hum Council/Dept'l groups				X								
SEOP Academic Counseling	X	X										
Send congratulatory letters to outstanding SAAs	X						X			X		
Invite SAAs to career programs for Humanities								X				
Inform SAAs of internships available to Hum majors	X ---	---	---	---	---	---	---	---	---	---	---	--- X
Send questionnaires to Hum SAA graduates	X	X										
Hold "exit" interviews				X ---	---	---	---	---	---	---	---	--- X
Refer Hum SAAs to Special Services Spring Workshop											X	

INFORMATION & COMPUTER SCIENCE

74

Chart #1

Page 1

Unit: ICS Department

Date: 8-13-85

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Please note: During the 84-85 academic year there was a complete turnover in the ICS counseling office staff. For this reason, and due to incomplete records for this year, this assessment is not as complete as it might be.						
Participation in UCI functions such as Junior Day and other activities for prospective SAA students	Increase the number of SAA high school and community colleges. college students who elect to come to UCI	Prospective SAA students.	Students received a clear picture of the UCI ICS program and what's needed in preparation for it; also a perspective on what being a major is like here and tips on survival.	Yes. Note--this is for activities for spring quarter only. No information exists for previous quarters.	Yes	
ECSEL Program	SAA ICS student retention	SAA ICS students	ICS met its commitment in terms of space and providing counseling to ECSEL ICS students. Some ICS majors did not have study groups spring quarter for their classes as the number of them in these courses was so small as to preclude forming study groups.	Yes--space was provided and counselors spring quarter worked with students in ECSEL. Student feedback indicated the assistance provided by the program was valuable and their grades reinforce this.	Yes.	Some of the activities could certainly serve as a model for similar programs in other academic units.
Notification of ICS faculty of SAA students in their classes	SAA student retention	SAA students	No information exists on whether this activity was carried out for winter quarter; it did not occur spring quarter. Faculty were notified fall quarter only; the secretary who notified them does not know if anything was done by them with the lists they received.			

Page 1

Unit: ICS Department

Date: 8-13-85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II.D.2 & III.A	Increase the number of high school and community college SAA students who elect to continue their higher education at UCI or other universities	Schnaubelt, M	Provide faculty and counselors to UCI functions such as Junior Day. Special activities for SAA students hosted by the campus will be supported.	Prospective students and their families	Throughout year as events occur	Presentation of the ICS program; better understanding of the preparation needed for the major and what is expected of students here	Feedback from students and other UCI offices. Campus enrollment statistics.
IV.A, C, F V.A, C, G VI.A, C, G VII.A, C, G VIII.A, B, E, H	Collection of baseline data for ICS	Schnaubelt, M.	Determination of: --retention rates --graduation rates --performance of SAA students in relation to the ICS major population as a whole --participation in ECSEL --where SAA students in ICS go after graduation	SAA ICS majors	Quarterly and yearly as appropriate	Determine how SAA students in ICS compare to the ICS major population as a whole. Identify areas/groups for improvement and intervention. Ability to measure progress and change in the future.	Collection and analysis of statistics on SAA ICS majors.
IV-VIII, all	Retention of SAA students in ICS	Schnaubelt, M.	Participation in advising and orientation activities for SAA students--SEOP, Orientation week, etc. Monitoring and counseling of SAA students in academic difficulty	SAA ICS majors; unaffil. SAA assigned to ICS; prospective SAA ICS	Throughout year	Increased understanding of the ICS program and expectations for students in it. Improved academic performance of SAA students, with greater retention and matriculation.	Feedback from students, ECSEL participants. Student performance overall and in ICS courses. Progress/performance/graduation statistics. Participation rates in and information on assistance provided by ECSEL.

Page 2
Unit: ICS Department
Date: 8-13-85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			Counseling of students having difficulty in major or unaffiliated assigned to ICS to identify interests and capabilities and ease transition into appropriate major. ECSEL program: --provide permanent space --provide tutors for ICS and related classes --provide counselor and faculty guidance to ECSEL students			Earlier identification and assistance to students who should choose a major other than ICS.	
V.E, all VI.E, all VII.D, all VIII.D & E, all	Increase awareness of relationship between ICS courses and careers and graduate school Encourage SAA students to go to graduate school. Increase SAA student utilization of Career Planning and Placement	Schnaubelt, M.	Participation of Career Planning and Placement in new student orientation sessions. Encourage SAA student use of SIGI, participation in ICS Career Day/Job Fair, inclusion of resume in resume book, and utilization of Career Planning & Placement for resume writing, interviewing skills, finding employment and applying to graduate school.	ICS SAA students	Throughout year	Increase in utilization of Career Planning & Placement. Better understanding of post-graduate alternatives and paths to them. More SAA students applying to graduate school.	Feedback from students and Career Planning & Placement. More students choosing graduate school as reported in their post-graduation surveys.

Page 3
Unit: ICS Department
Date: 8-13-85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			Explanation in counseling sessions of graduate school and work as post-baccalaureate choices, coursework important to employers or that is good preparation for graduate school, and related services offered by Career Planning & Placement. ECSEL program: provide exposure of participants to job opportunities in ICS/Engineering fields.				
IV, V, VI, D VII.E VIII.F	Increase opportunities to participate in University and Departmental activities. Improve students adjustment to UCI in non-academic areas.	Schnaubelt, M.	Encourage students to apply for positions such as Peer Advisor, SPOP advisor, etc. and become involved as ICS tutors and graders, in research projects and in UCI social activities.	SAA ICS students	Throughout year	Increase out-of-class participation with positive effect on students' own academic and social experiences. Increase availability of role models and informal peer counselors for ICS SAA students.	Increase in application and/or selection of SAA students for Peer Advisors, tutors and graders, etc. Feedback from students on participation in UCI activities and on informal SAA student network.

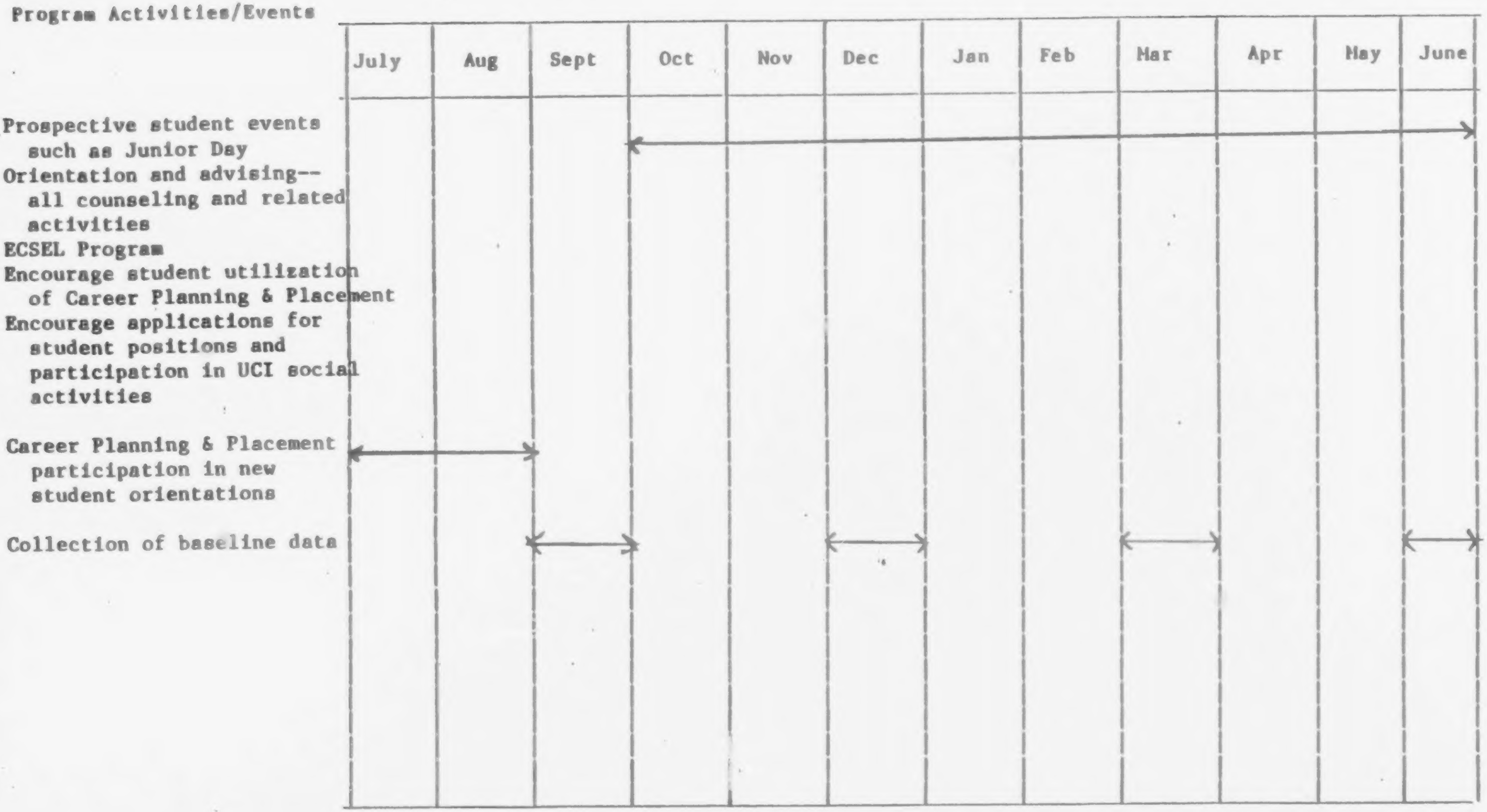
Chart #3

Page 1

Unit: ICS Department

Date: 8-13-85

1985-86
Schedule of Activities



PHYSICAL EDUCATION

Chart #1

Page 1
Unit: Physical Education
Date: 07/24/85

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Coordinate with Special Services to identify student-athletes who are eligible for tutorial assistance & other related assistand programs through SAA.	Increase the chances that these students will succeed academically and will graduate.	Student-athletes, especially marginal performers.	Student-athletes who took advantage of suggested assistance/tutorial programs did better academically and showed greater retention rates than those that refused assistance.	Yes, for those student-athletes who participated. However, we would like to increase participation. Funding is the primary problem. Dept. must pay for those student not eligible for free assistance.	Yes	N/A
Student-Athlete Faculty/Staff Mentor Program	Increase the chances of succes and retention through program o self-evaluation tutoring, and learning skills counseling via a program which implements a daily diary, weekly contact with TAP, and regular contact with a "mentor."	In 1984-85: 25 freshmen and first year transfe ,student-athletes.	Students who followed prescribed program guidelines were successful in their first academic year at UCI. Those that did not remain faithful to the program did not fair as well. At this time, it is too early to detect a direct correlation bebetween the program's success and academic and "life" success	It will take more time to statistically measure the success of the mentoring program. The initial year did allow Coordinators in TAP and Athletic Program to evaluate and suggest further improvements.	Yes...if funding requests are approved.	Possibly...there is a graduate mentoring program on campus.
Campus Recreatio Interest and Use Survey	Identify users and non-users of campus recreation acitivities and facilities. Survey needs and interests of all campus groups	All UCI students, faculty and staff.	Survey scope broadened and time table readjusted.	Objectives were met -- it was decided that a interest survey would not accurately assess student needs; project being reevaluated.	Yes.	To be determined.

Page 2
Unit: Physical Education
Date: 07/24/85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Enhance the social adjustment of under-represented SAA students attending UCI.	Provide opportunities for SAA students to participate in a variety of recreational acitivities.	Jill Schindele Campus Recreation Director	Campus Recreation Advisory Board (to research and determine campus needs)	All campus groups	Once a month	Provide forum for imputing ideas and concerns of choice and operational methods of Campus Recreation services.	Increase in participation statistics; increase or change in traditional program offerings.

Chart #3

Page ______________

Unit: ______________

Date: ______________

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

PHYSICAL SCIENCES

IRVINE: SCHOOL OF PHYSICAL SCIENCES

September 6, 1985

DENNIS GALLIGANI
ACADEMIC AFFAIRS

RE: Physical Sciences 1985-86 SAA Efforts

The School of Physical Sciences continues to focus its SAA efforts on retention of SAA students, rather than on recruitment. The retention effort may, indirectly, impact on recruitment issues through outreach activities aimed at improving the quality of elementary and secondary education in the areas of mathematics and science. The programs and activities described below are all related, directly or indirectly, to the SAA effort within the School.

A. RETENTION

1. Math 1A-B - under the guidance of Professor Michael Fried, the School has expanded its efforts to remedy problems of underpreparation in mathematics. Math 1A and 1B were offered once last year on an experimental basis; due to positive response to these courses, the proposal for this year is to offer both courses for Fall and Winter, and at least Math 1B in the Spring. These courses have allowed the SEOP participants many more placement options than were previously available, and students this Fall are being placed, on the basis of SEOP math testing, in Math 2A, Math 1B, Math 1A, Math 1, or community college math courses.

   We are also working closely with the Learning Skills Center to enhance the effectiveness of Math 1A for those students whose skills are weakest. Dr. Fried, Larry Chrystal, and Jerry Baker (of LSC) are working together to increase the Center's involvement with these students; the proposal for Fall, 1985, is for Jerry Baker to act as discussion leader in the quiz sections for Math 1A. The purpose of this is to increase the visibility and credibility of the LSC's math programs, to enhance Jerry's effectiveness by giving him first-hand knowledge of the classroom problems encountered by students using his services, and to allow for expanded offerings of Math 1A-1B by relieving Larry Chrystal of some teaching responsibilities in Math 1A.

2. Chem 10 - The Chemistry Department continues to work closely with the PASS office, through Betty St. John, to insure that underprepared students are identified through placement testing and in-class assessment testing. Such students are given extra help through special workshops which are closely coordinated with on-going class activities.

3. Academic Counseling - the staff of the Physical Sciences Student Affairs Office have attempted to increase their visibility and effectiveness with SAA students by participating in a variety of special programs. In the last year, members of my staff participated in the EOP/SAA Success Guidance Workshop, SEOP Academic Counseling Sessions, a conference on Asian Students in Higher Education, workshops on Counseling the Culturally Different, and meetings to plan a conference for Asian/Pacific students on campus. In addition, my staff plans to participate in a staff development workshop with the EOP office later this month; we hope to increase interaction between our office and EOP in the future.

4. Tutoring - the Chemistry Department in the Winter quarter conducted an experimental program which utilized minority graduate students as tutors to minority undergraduates enrolled in Chemistry 1B. The program was run under the direction of Professor Bill Evans and was supported in part by the Graduate Division. The program was partially successful, but there were several problems attributed to poor student response and a variety of logistic difficulties. A good deal was learned which will be useful if the program is reinstated in the future. Our plans remain uncertain at present; the primary difficulty is the unavailabity of minority graduate student tutors.

5. Special Projects - as has been pointed out in previous years, we are handicapped in our efforts to develop special programs for SAA students by the inaccessibility of data about the students. Since most of the SAA students in our fundamental math and science courses are not Physical Sciences majors, it is an uncertain and time-consuming task to even identify them; efforts to track such students would be literally impossible given the resources currently available to us. We are, however, working closely with Academic Affairs and the Registrar's Office to develop a computer system within the Physical Sciences Student Affairs Office which will give us access to transcripts of all undergraduate students; we further hope to eventually use the system to produce a variety of reports about special populations. Once we have this capability, we expect ot see more services and programs devised specifically for SAA students within the School.

B. OUTREACH

1. UCI Summer Math/Science Institute - this program focuses on teachers; the aim is to improve the math and science background of science and math teachers at all levels as well as to improve the K-12 science/math curricula in Orange County schools. These programs impact on minority students primarily through the heavy involvement of teachers from the Santa Ana School District; an estimated 20-30 Santa Ana teachers participated in the program

this summer. The UCI Summer Math/Science Institute operates under the direction of Dr. Mare Taagepera (Chemistry) and Dr. Michael Fried (Mathematics).

2. Saturdays for Science - this program is aimed at stimulating the interest of elementary school students in the study of science. One of the program's primary recruitment areas is in Santa Ana, and one of its goals is to increase the population of underrepresented minority students in higher education, especially in the sciences. This program is directed by Dr. Mare Taagepera.

Dr. Taagepera has expressed an interest in working more closely with the EOP office to recruit and sponsor teachers and students for the programs described above. We will investigate this possibility during the next few months.

R.J. Doede

R. J. Doedens
Associate Dean

RJD:ta

cc: M. Bander

Chart #1

Page 1

Unit: PHYSICAL SCIENCES

Date: October 16, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Math 1A-B	Identify students underprepared in mathematics; place these students in appropriately designed, well-taught remedial math courses.	Students whose weak quantitative skills hamper their chances for academic success.	Positive student (and staff) response resulted in a greatly increased demand for these courses. The size of each class & the frequency of its offering has been increased for 1985-86. No formal data are available contrasting the subsequent performance of Math 1A-B students with those who used other means of remediation.	Yes	Yes	?
Academic Counseling	Increase SAA students' awareness of counseling services available within Physical Sciences; increase PS Academic Counselors' awareness of problems and needs of SAA students.	All SAA students majoring in PS or enrolled in PS courses.	Greater interaction between PS Student Affairs and EOP office; continued improvement in our relationship with Special Services; increased awareness of differences among Asian populations; increased sensitivity to the extent to which cultural/ethnic factors influence the student's academic experience.	Yes	Yes	Yes

Chart #1

Page 2

Unit: Physical Sciences

Date: October 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Tutoring of minority students in Chemistry by minority Chemistry graduate students.	Provide a positive role model for minority undergraduates; assist high risk undergraduates in difficult lower-division science courses; provide additional support for minority graduate students; increase retention of SAA students within the sciences.	SAA students in majors requiring lower division science courses.	There were problems due to poor student response and a variety of logistical difficulties. A great deal was learned about what does (and does not) work in setting up such programs.	partially	No - may be reinstated in future.	Perhaps - when difficulties are resolved.
UCI Summer Math/Science Institute	Improve math/science background of elementary & secondary teachers; improve K-12 science/math curriculum in OC schools.	- Orange Cty. elementary & secondary teachers; SAA impact via heavy recruitment in Santa Ana district.		yes	yes	yes
Chem 10 (and adjuncts)	Increase success of underprepared students in Chem 10; increase the number of students with inadequate HS preparation who complete higher level Chemistry courses.			Yes - but to what extent is uncertain	Yes	Yes

Page 1

Unit: PHYSICAL SCIENCES

Date: 10/16/85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Identify students underprepared in mathematics; place these students in appropriately designed, well-taught remedial math courses.	Prof. Michael Fried Larry Chrystal Jerry Baker	Diagnostic testing of new students at the precalculus and intermediate algebra level; counseling (via academic counselors, Special Services staff, SEOP instructors, and faculty) to place students in appropriate courses); teaching Math 1A and 1B (lectures, discussions, LSC workshops).	Students whose weak quantitative skills hamper their chances for academic success.	Testing: concurrent with all PASS testing Counseling: summer, F, W, S Math 1A-B: F, W, S	Retention of underprepared students in math, science, and social science areas Increased chance of students passing Math 2 (basic calculus)	N/A at this time
	Increase SAA students' use of Physical Sciences Academic Counseling services; increase PS Academic Counselors awareness of and sensitivity to needs and problems of SAA students. Begin development of a system to track SAA student progress in PS.	Clare Wilkerson Jaime Albano Tina Arth Bob Doedens	EOP Staff meeting with PS Academic Counselor; SEOP program with Counselor and faculty participation; SEOP Academic Counseling; Counselor and Dean participation in EOP Success Guidance program; participation of Counselors in workshops, programs related to SAA students, concerns (i.e., planning campus Asian Awareness Week, Rainbow Festival colloquia, Cultural Awareness workshops, outreach to selected community colleges, etc.)	All SAA students majoring in PS or enrolled in PS courses.	Year-round, concentrated in summer and fall.	Better placement of SAA students into appropriate courses; increased utilization of all support services by SAA students; improved relationship between PS counselors, SAA students, EOP, & Special Services.	N/A at this time

Page 2
Unit: Physical Sciences
Date: 12-10-85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Improve math/science background of elementary & secondary school teachers; improve K-12 science curriculum in OC schools.	Michael Fried Mare Taagepera	Develop and implement a summer program at UCI for elementary and secondary school teachers. Present a series of lectures, workshops, demonstrations, etc. to give these teachers a better understanding of the math and science topics they deal with in their classrooms. Give teachers a better understanding of what their students will need in order to be successful in college math and science courses later.	OC public school teachers; heavy recruitment in Santa Ana Dist.	Two four week sessions (one math, one science) every summer.	Upgrade science/math instruction at elementary and secondary levels; increase # of underrepresented students able to complete a university level science/math curriculum.	N/A
	Increase success of underprepared students in Chem 10; increase the number of students with inadequate HS preparation who complete higher level Chem courses.	George Miller Mare Taagepera Betty St. John	Administer placement tests to all prospective students in Chem 1A. Place underprepared students in Chem 10. Involve students with the lowest preparation level in special Chem 10 adjuncts in Learning Skills.	All underprepared students who need to take Chem 1.	Three quarter long courses (usually W, S, Summer)	Increase number of underprepared students who succeed in higher level science courses.	N/A

Chart #3

Page 1
Unit: Physical Sciences
Date: 12/10/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Math 1A-B (placement testing, courses)	X	X	X	X	X	X	X	X	X	X	X	X
Academic Counseling	X	X	X	X	X	X	X	X	X	X	X	X
Summer Science Institute	X	X										
Chem plus adjuncts (testing and course)	X	X	X				X	X	X	X	X	X

SOCIAL ECOLOGY

Chart #1

Unit: Social Ecology

Date: 8/6/85

ASSESSMENT SHEET FOR 1984/85 SA [illegible]IVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Organization of a student mentor/mentee program	to increase retention by providing support to the SAA student	New SAA students in SE	Educational & professional guidance for mentors Serious lack of response by mentees	No	Yes	Yes
Outreach to SAA students by peer advisors	to let SAA students know about the peer advisor program	SAA and all students	Yes, David Ligh, peer advisor, although not an SAA student did an excellent job of outreaching to ethnic minority students	outreach occurred within UCI and community but not high schools	no	Yes
	SAA professionals to attend 197B course	SAA and all students	two SAA professionals addressed group	yes	no	yes
Directing SAA students who need help with English to ESL	Referral to ESL to assist Eng. comprehension	SAA & all those having english difficulty	referrals would be made & English comprehension would improve	uncertain	yes	It is assumed that all units make referrals
Tally of SAA students utilizing services	to increase the number of undergrads who use counseling services	SAA population	that SAA students did not utilize the services as other populations. Actually the numbers increased with the mentors being in office regularly	yes, recording occurred	no, we will not keep tallies	Yes

Page 1

Unit: Social Ecology

Chart #2

Date: 8/6/85

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1) provide a support network for SAA students entering UCI.	1) to provide a support network of faculty and continuing students for new SAA students	Gary Evans Suarez-Villa John Dombrink Carol Stanley Richard Traffala Rosanna Carrasco	a) regular meetings with faculty/mentor/ mentees b) study groups c) social events d) training sessions for mentors which will include info. about campus resources which will be passed along to mentees	SE SAA student population	85-86 Sept - June	--increase retention of the SAA student --to provide both an academic and social support by the use of vaculty's student (mentor) support. --increase academic skills by referral to campus resources and study groups.	--number of mentees who remain in school and are in good standing --faculty input regarding outcomes of mentor/mentee/faculty meetings - assessment --transcript review at end of each quarter and year of those mentees who participate in the program
2) to increase retention of these students	2) to assist new students in excelling at UCI						
3) to increase the SAA student's awareness of campus resources and how to use them	3) to provide a support and learning experience for the mentors						
4) to increase the SAA students interraction with faculty	4) publicize the SAA program						
	5) improve SAA performance in lower division core	Gary Evans	CID grant for SAA Honors Discussion section		Winter 86		

Higher GPA's in E8 Same
Intro. to Env.Analysis

Chart #3

Page 1

Unit: Social Ecology

Date: 8/6/85

1985-86
Schedule of Activities

Program Activities/Events

Write SAA Brochure

a) selsect new/mentors

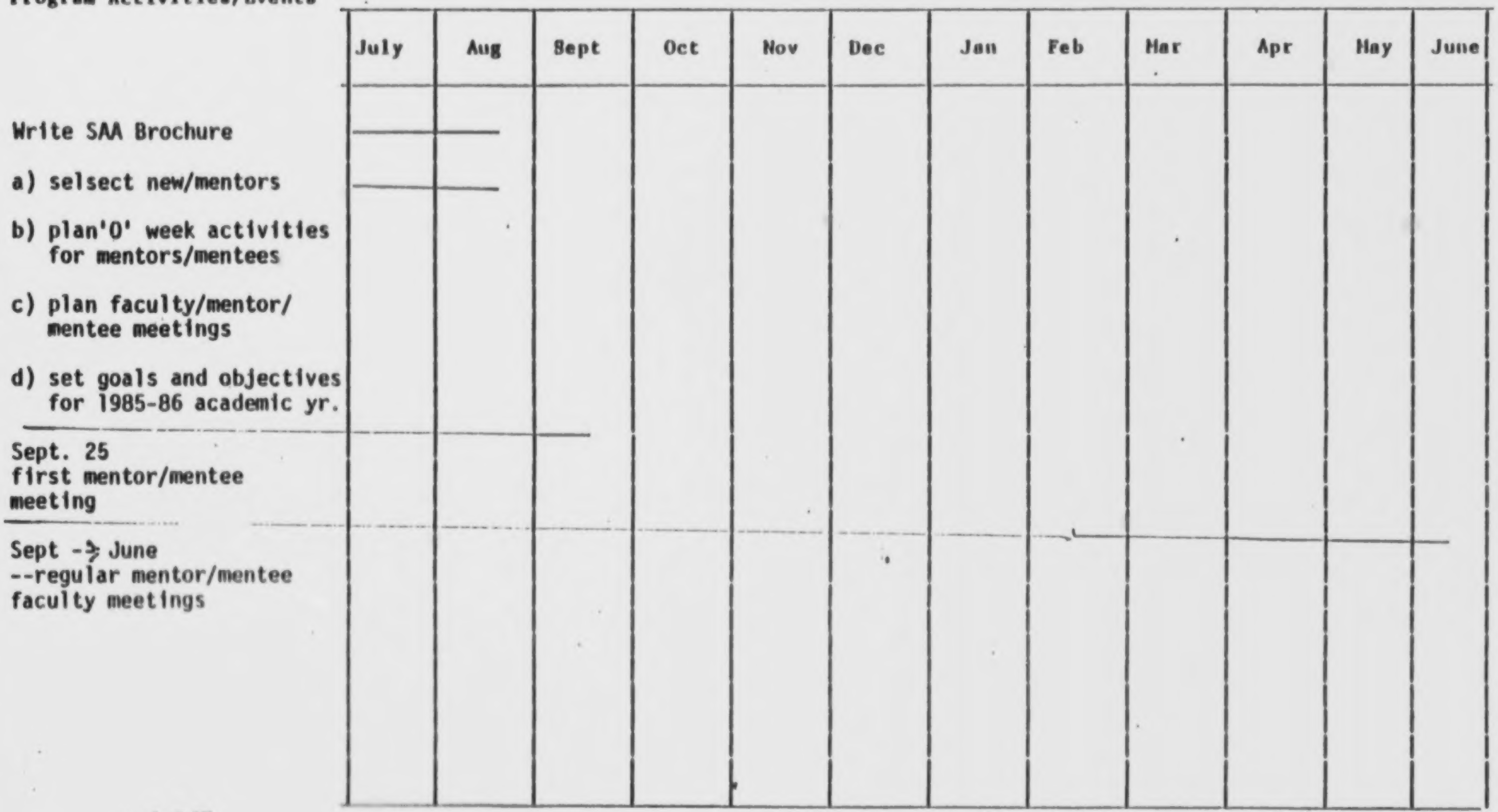
b) plan'O' week activities for mentors/mentees

c) plan faculty/mentor/ mentee meetings

d) set goals and objectives for 1985-86 academic yr.

Sept. 25
first mentor/mentee
meeting

Sept -> June
--regular mentor/mentee
faculty meetings



SOCIAL SCIENCES

Chart #1

Page ________

Unit: Social Sciences

Date: September 6, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Summer Academic Enrichment Program, a 7 week residential program	enhance academic skills of moderately successful Social Sciences majors; provide opportunities for participants to enrich & expand academic involvement; build post-graduate aspirations & increase likelihood that successful participants will be accepted by & do well in good graduate schools	juniors with gpas > 2.8 and have satisfied lower division and school math requirement	1) students acquired new skills in statistics, statistical computing and enhanced their writing, reading and critical thinking skills 2) gained greater confidence in their skills 3) residential component contributed to the development of a cohesive cadre 4) participants better able to work with researchers & professionals as assistants and serve as role models for other SAA students	yes	yes	yes
recruitment of SAA students for 1985-86 peer academic advisors; mailed letters to qualified students	to provide opportunities for SAA students to expand their academic involvement	juniors with gpas > 3.0	7-8 SAA students applied for the positions of peer academic advisors; one selected	yes	yes	

Unit: Social Sciences

Date: September 5, 1985
revised 12/5/85

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
	enhance academic skills of SAA students raise gpa's of SAA students	Ramón Muñoz	Summer Academic Enrichment Program	SAA juniors with gpa > 2.8	7 weeks Summer 1986	enhance academic skills of participants; link students with faculty as research assistants link program participants with SEOP participants, serve as role models and resources	evaluation at end of program, monitor gpa of participants throughout year
	provide opportunities for SAA students to expand their academic involvement	Ramón Muñoz	recruitment of SAA students for 1986-87 peer academic advisors; mail letters to qualified students	juniors with gpa ≥ 3.0	peer acad. advisor recruitment period	recruitment and selection of SAA student(s) as peer academic advisor(s)	

Received
9/6/85

Unit: Social Sciences
Date: September 5 '85

1985-86
Schedule of Activities

Program Activities/Events

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1) SEOP Academic Advising		×										
2) recruitment of SAA students for peer advisor position(s)								×				
3) identification, recruitment and selection of Summer Academic Enrichment Program (1986) participants										×		
4) develop SAEP												
5) coordinate SAEP	×	×										
6) evaluate SAEP			×									
7) develop and participate in orientation session for new EOP/SAA students			×									

TEACHER EDUCATION

Chart #1

Page 1

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
I. A. Develop field experiences - Tutorial program 1. In OTE 101, 102 classes 2. Schedule field experiences with Partnership Program in target SAA schools 3. OTE will deliver tutorial assistance beginning fall quarter to SAA students in Santa Ana schools	To assist UCI service area schools in increasing number of SAA underrepresented students in 7th and 8th grade who to obtain a post-secondary education	1. OTE Single Subject credential students in 101, 102 classes 2. SAA students/Partnership Program Santa Ana schools 3. OTE faculty teaching 101, 102 classes	1. Increase in OTE Single Subject student involvement in SAA schools 2. Increase in SAA students interacting with OTE students 3. Difficulty in scheduling was unanticipated. Public school and university schedules do not always coincide.	Yes Between 20 and 30 students in UCI 101, 102 classes were involved tutoring in Santa Ana schools	Yes Involvement will be optional, however scheduling this type of activity is extremely difficult	N/A

Chart #1

Page 2
Unit: Teacher Education
Date: August 2, 1965

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
I. B. Place UCI student teachers in SAA target schools for a minimum 1. One quarter teaching experience 2. Place OTE student tutors from 101, 102 classes in Partnership serviced SAA schools	To assist schools in strengthening basic skills (all subject areas)	1. SAA students in UCI service area schools 2. OTE student teachers placed in UCI service area schools 3. OTE tutors placed in UCI service area schools	1. Increased number OTE student teachers in SAA schools 2. Increase number OTE student tutors in SAA schools 3. Increase number SAA students serviced by OTE student teachers and tutors	Yes 20-30 student teachers were placed in Santa Ana and Garden Grove schools, for example, each quarter	Yes At least half of elementary student teacher experience is in culturally diverse schools	N/A

Chart #1

Page 3

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
I. C OTE work with Career Planning & Placement Office by attending Career Days in SAA schools to provide information re education program.	To assist schools in providing information to students regarding career and vocational training.	OTE faculty/staff counselors in SAA schools	Information dissemination on OTE programs.	Partially. Due to lack of staff, the majority of this objective was delivered by Career Planning & Placement Office. OTE did attend Community College Career Days.	OTE will continue to link with Career Planning and Placement in order to deliver information.	Yes
II. A 1. Celebrate UCI Day, Teacher Ed. Information Booth.	To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a post-secondary/university education.	OTE Faculty/Staff	Increased exposure/information dissemination with SAA students	Yes. All events were attended by OTE	Yes. This sequence should be formalized each year by OTE	Yes
2. Student Teaching Center Open House		"				
3. OTE student panel discussion Junior Day.		"				
4. OTE faculty/staff at Orange County counselors professional meetings.		"				
5. Publication of materials to be shared with SAA students re options in OTE		"				

Chart #1

Page 4
Unit: Teacher Education
Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
II. A (con't.)	6. Emphasis placed during OTE student teaching experience on sharing in SAA classrooms benefits of post-secondary education.	OTE Faculty/ Staff				
II. B 1. Place OTE student teachers in SAA target schools. 2. To place OTE tutors in target SAA schools	To work with schools in strengthening college preparatory academic programs.	OTE student teachers and student tutors.	Extremely difficult to measure how high school classes would be strengthened by use of UCI student teachers and tutors. Affective measures are present but cognitive measures are harder to assess without a research design.	Not presently measurable.	No. OTE will continue to use the vehicle RADIUS to achieve this objective on other levels; i.e., professional development work with teachers.	No

Chart #1

Page 5

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
II. C						
1. Place OTE student teachers in SAA target schools	To assist students in the achievement of academic skills in English, math, science, foreign languages, art, social science and computer science.	OTE student teachers and student tutors.	Same as II B	Same as II B	It is recommended that a research design be set up to assess this objective if it is seen valuable in the overall picture of SAA structure	N/A
III. A						
Attend the Orange County Community Colleges containing SAA students by OTE counselors	To increase the number of academically qualified underrepresented SAA students from selected community colleges who transfer to the University of California, Irvine.	OTE counselors/staff	1. Increased contact with Community College SAA students and OTE. 2. Increase in # SAA students who enroll in OTE program. 3. Counseling loads do not allow visits to Community Colleges with the frequency as was expected. As staffing increases more visits may be possible.	1. Increased contact was made between Community College students & OTE. 2. We are unsure of the impact of these contacts on OTE enrollment at this time.	OTE should continue to work with Career Planning & Placement to visit Community Colleges as often as possible.	Yes

Chart #1

Page 6

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
IV. D Enroll SAA students interested in teaching career in OTE Ed 100 course (course provides field experience in OTE schools with culturally diverse populations.)	To increase the availability of culturally diverse activites.	SAA students interested in education.	1. At least 10 SAA students per quarter worked as tutors through OTE and EOP. 2. Independent study courses were found more appropriate. 197,198,199 courses, therefore, were used in place of Ed 100.	Yes. Excellent participation by SAA students. 2. Participation was not limited to freshmen but opened to all SAA students.	Yes	N/A
IV. E Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	To include issues of cultural diversity in the learning process.	SAA students interested in Teacher Education.	Same as IV. D.	Yes. Same as IV. D.	Yes	N/A
IV. F Enroll SAA students in Ed 197. Establish link.				Yes. Included 198, 199 courses.	Yes	N/A

Chart #1

Page 7

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
V. E OTE with Career Planning & Placement contacts classes with SAA populations to describe programs in OTE.	To provide information on the relationship of undergraduate major to career choice.	OTE faculty/staff, Career Planning & Placement Education Advisor.	1. Increased # SAA students informed of OTE programs. 2. Difficulty in coordinating schedules. More planning needed to be done with Career Planning & Placement.	Yes. OTE staff conducted several seminars. For example, seminar for prospective graduate students	Yes	Yes
V. F Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	To include issues of cultural diversity in the learning process.	SAA students interested in Teacher Education.	1. Increase in SAA who enroll in Ed 100. 2. There was no need to enroll students in 100 course. All students were placed in Ed 197, 198, or 199 for ease of enrollment and evaluation.	Yes. 10 to 15 students were enrolled in 197, 198, 199 courses each quarter. All were involved in tutoring through OTE and EOP programs.	Yes	N/A
V. G Enroll SAA students in Ed 197. Establish link.			Same as V. F.	Same as V. F	Yes	N/A

Chart #1

Page 8

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
VI. E OTE with Career Planning & Placement contacts classes with SAA populations to describe programs in OTE.	1. To increase the number of SAA transfer students who utilize services of the Career Planning & Placement Center.	Same as V. E	1. Increased # SAA students informed of OTE programs. 2. Difficulty in coordinating schedules. More planning needed to be done with Career Planning & Placement. 3. Career Planning & Placement will have to evaluate its data relating to # of students utilizing its resources. 4. Additional activities were added by OTE. OTE became involved in a variety of workshops to assist students in applying to graduate school.	Yes - in reference to OTE	Yes	Yes
VI. F Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	To include issues of cultural diversity in the learning process	SAA students interested in Teacher Education	Same as V. F	Yes	Yes	Yes

Chart #1

Page 9

Unit: Teacher Education

Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
VII. D Hold special counseling sessions for SAA students.	Assist SAA students interested in Teacher Education develop specific career plan.	OTE staff/ peer advisor & Career Planning Staff.	1. Increased # SAA informed re OTE programs. 2. Difficulty of pinpointing specific SAA populations.	Yes. SAA students were contacted through information sessions. These were not specifically geared to only SAA students, however.	Yes. Contact with SAA/EOP will be maintained and increased to further communication with students interested in OTE.	Yes
VII. F Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	To include issues of cultural diversity in the learning process.	SAA students interested in Teacher Education.	Same as IV. D	Yes. Large increase in SAA students receiving tutoring credit through 197, 198 and 199 classes.	Yes	N/A
VIII. D Hold special counseling sessions for SAA students.	To have all SAA students develop specific career and graduate school plans.	OTE staff/ peer advisor and Career Planning Staff.	Same as VII. D		Yes	Yes

Chart #1

Page 10
Unit: Teacher Education
Date: August 2, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
VIII. E Hold special counseling sessions with SAA students and OTE staff re admission procedures for Teacher Education.	To increase the number of SAA students who gain admission to graduate and professional schools	SAA students/ OTE staff	Same as VII D	Fall enrollment is not yet complete. When we receive our list of SAA students we will be able to tell if numbers have increased.	Yes	Yes
VIII. G Offer Ed 100 credit for SAA students in culturally diverse classrooms, Orange County public schools.	To include issues of cultural diversity in the learning process	SAA students interested in Teacher Education.	Same as IV D	Yes	Yes	N/A

Page 1

Unit: Teacher Education

Date: August 2, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. A Service under-represented SAA students	Assist public schools by linking OTE field experience with SAA students	Assistant Director of OTE. Individual OTE supervisors in methods courses.	Develop field experience: 1. In 102 classes 2. SAA students/Partnership Program Santa Ana schools. 3. OTE students involved in SAA/EOP programs as tutors.	1. OTE students 2. SAA/ Partnership students in public schools 3. OTE faculty	Fall/ Spring Quarter	1. Increase in OTE Single Subject student involvement in SAA schools 2. Increase in SAA students interacting with OTE students	1. # OTE students designated as tutors in SAA schools. 2. # SAA students tutored by OTE students
I. B Continue linkage between OTE students and SAA public school population through tutoring & student teaching	Involve OTE students as student teachers and tutors in SAA impacted schools.	1. Assistant Director of OTE 2. Supervisors of OTE	Place tutors from 100 classes and 197, 198, 199 courses	1. SAA students in UCI service area schools 2. OTE student teachers placed in UCI service area schools	Fall, Winter, Spring Quarters	1. Involvement of OTE student teachers in SAA schools. 2. Involvement of SAA students serviced by OTE student teachers and tutors.	1. # OTE student teachers in SAA schools. 2. # OTE tutors in SAA schools. 3. # of SAA students serviced by student teachers and tutors.

Page 2
Unit: Teacher Education
Date: August 2, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. C Provide activities and programs to inform SAA students regarding OTE in UCI service area schools.	To assist schools in providing information to students regarding career and vocational training.	OTE faculty/ staff/counselors	OTE work with Career Planning & Placement Office by attending Career Days in SAA schools to provide information re education programs.	Under-represented population in public schools & SAA students on UCI campus.	Ongoing 1-2 hour presentations as well.	Information dissemination on OTE programs.	Attendance of SAA students at Career Day events.
II. A To increase the number of under-represented SAA students in UCI service area schools who are informed of UCI OTE programs as career options within university education.	To increase the number of under-represented SAA students in UCI service area schools who are informed of UCI OTE programs as career options within university education.	OTE faculty/ staff.	1. Celebrate UCI Day, Teacher Education Information Booth. 2. Student Teaching Center Open House 3. OTE student panel discussion Junior Day. 4. OTE faculty/staff at Orange County counselors professional meetings. 5. Publication of mat'ls to be shared with SAA students regarding options in OTE	SAA public school students SAA/UCI under-graduate students	Throughout school year as scheduled.	Increased exposure/ information dissemination with SAA students.	Number of SAA students involved in receiving OTE information/counseling.

Page 3

Unit: Teacher Education

Date: August 2, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II. A (continued)			6. Emphasis placed during OTE student teaching experience on sharing in SAA classrooms benefits of postsecondary education.				
II. B Increase relationships between OTE and SAA schools in Orange County.	Continue to place elementary and secondary student teachers in SAA target schools.	Assistant Director of Teacher Education.	1. Place OTE student teachers in SAA target schools. 2. To place OTE tutors in target SAA schools.	OTE student teachers and student tutors.	Fall Winter Spring quarters	Increase awareness levels of both populations. Share information regarding opportunities in Teacher Education with SAA populations	Number of student teachers and tutors in SAA schools.
III. A Increase number of underrepresented SAA students at Community College level receiving information regarding OTE programs	To increase the number of academically qualified underrepresented SAA students from selected community colleges who transfer to UCI.	OTE counseling staff	Attending meetings and making presentations at Orange County Community Colleges with SAA populations. This activity should be coordinated with Career Planning and Placement Office.	Community College SAA students	1-hour presentations as needed throughout school year.	1. Increased contact with Community College SAA students and OTE. 2. Increase in # SAA students who enroll in OTE program.	1. # of SAA participating in Career Day functions. 2. # of SAA applying to OTE in 1985-86.

Page 4

Unit: Teacher Education

Date: August 2, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
III. B To assist SAA students in understanding of the relationship between an undergraduate course of study and future educational and career options.	To assist SAA students interested in Teacher Education develop specific career plan	OTE staff/ peer advisor and Career Planning staff.	Hold special counseling sessions for SAA students	UCI/ SAA students	1-hour seminars held each quarter	Increased # SAA informed re OTE programs	# SAA contacted through information sessions.

Chart #3

Page 1
Unit: Teacher Education
Date: 8/2/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.A Develop field experience/ tutorial program				Fall Quarter Tutoring			Winter Qtr. Tutoring			Spring Qtr. Tutoring		
I.B Place UCI student teachers in SAA target schools				Fall Student Teaching			Winter Student Teaching			Spring Student Teaching		
I.C Career days in SAA schools to provide OTE program information				Career Day programs delivered as requested by public schools								

Chart #3

Page 2
Unit: Teacher Education
Date: 8/2/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
II.A												
1. Celebrate UCI/Information booth										Celebrate UCI booth		
2. Student Teaching Center Open House										Open House		
3. Junior Day OTE/student panel discussion										Junior Day Panel		
4. OTE attends area professional meetings				Counseling sessions as scheduled by professional organizations								
5. Publication of materials to be shared with SAA students at large				Publication and distribution of OTE materials								
6. Student teaching in SAA schools				Fall Student Teaching			Winter Student Teaching			Spring Student Teaching		
II.B Increase relationships between OTE and SAA schools in Orange County				Fall Student Teaching/Tutoring			Winter Student Teaching/Tutoring			Spring Student Teaching/Tut.		

Chart #3

Page 3

Unit: Teacher Education

Date: 8/2/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
III.A Community College liaison				Community College Counseling Sessions			Community College Counseling Sessions			Community College Counseling Sessions		
III.B Special OTE counseling sessions for SAA students				UCI/SAA Counseling			UCI/SAA Counseling			UCI/SAA Counseling		

UNDERGRADUATE STUDIES

136

rt #1

Page 1

Unit: Undergraduate Studies

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Set up filing system throughout summer 1984 during student interviews.	Identification of database for unaffiliated SAA students.	SAA unaffiliated students.	Establish a database for follow-up with academic units and students.	Yes	Yes	Yes
Coordinate with academic units, contact SAA students mid-quarter, prior to registration packets.	To increase contact with SAA unaffiliated students..	SAA/Affiliated students.	1. Increase contact with SAA students. 2. Increase retention of unaffiliated students by getting more information to them and helping them in selecting programs and problem identification.	Yes	Modfied	Yes
Work closely with each unit to identify SAA students and determine who will contact those who need assistance. i.e. on probation, close to probation.	Increase retention of SAA unaffiliated students.	SAA unaffiliated students by major.	Increase information and contact with SAA unaffiliated students.	Unknown	Yes	Yes
Provide follow-up Fall in-service workshops in areas of cultural awareness, and EOP/SAA as needed. Provide Spring workshops in above areas to new peer academic advisors.	Training to improve cultural awareness for the peer academic advisors.	Peer academic advisors.	Peer academic advisors will learn more about EOP/SAA programs and become more aware of cultural differences.	Yes	Yes	Yes

Chart #1

Page [illegible]

Unit: Undergraduate Studies

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA AC IES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Oversee CID proposals and award funds to courses and programs that broaden the ethnic awareness of undergraduates.	Continue to administer CID Ethnic Study Award.	Faculty/Staff	More courses and programs offered to undergraduates in ethnic studies.	Yes	Yes	Yes
1.Call for proposals 2.Set up process 3.Award monies	Develop guidelines and establish structure and administer cultural diversity funds through CID.	Faculty/Staff	Development and funding of programs that increase the awareness of cultural diversity.	Yes	Yes	Yes
Drop in counseling cross-cultural center.	Outreach academic counseling to SAA population.	SAA students	Better outreach.			
Designation of minority Peer Academic Advisors in Biological Sciences and Social Sciences.	Increase academic advising to SAA students.	SAA students	Selected two new Peer Academic Advisors	Yes	Yes	Yes
Conference on Asian Students in Higher Education	Increase Knowledge of Asian students.	Academic Counselors	Better awareness of student needs.	Yes	--	Yes

Page 1

Unit: Undergraduate Studies

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1. Retention	Identification of database for unaffiliated SAA students.	Unaffiliated Academic Counselors	Set up filing system throughout summer 1985 during student interviews.	SAA Unaffiliated students	Summer'85	Establish a database for follow-up with academic units and students.	
2. Retention	To increase contact with SAA unaffiliated students.	Unaffiliated Academic Counselors	Coordinate with academic units, contact SAA students mid-quarter; prior to registration packets.	SAA/Affiliated students	Yearly	1. Increase contact with SAA students. 2. Increase retention of unaffiliated students by getting more info to them and helping them in selecting programs and problem identification.	1. Number of contacts with SAA students. 2. Number of referrals. 3. Retention of students.
3. Retention	Increase retention of SAA unaffiliated students.	Unaffiliated Academic Counselors	Work closely with each unit to identify SAA students and determine who will contact those who need assistance. i.e. on probation, close to probation.	SAA unaffiliated students by major.	Yearly	Increase information and contact with SAA unaffiliated students. Increase retention of SAA unaffiliated students.	Retention rates of unaffiliated students
4. Staff Development.	Training to improve cultural awareness for the peer academic advisors.	Peer Academic Advisor Coordinator	Provide follow-up Fall in-service workshops in areas of cultural awareness, and EOP/SAA as needed. Provide Spring workshops in above areas to new peer academic advisors.	Peer academic advisors.	Fall Quarter	Peer academic advisors will learn more about EOP/SAA programs and become more aware of cultural differences.	

Page 2
Unit: Undergraduate Studies
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
4. Curriculum Enhancement	Continue to administer CID Ethnic Study Awards.	Dean, Undergraduate Studies	Oversee CID proposals and award funds to courses and programs that broaden the ethnic awareness of undergraduates.	Faculty/ Staff	Yearly	More courses and programs offered to undergraduates in ethnic studies.	
5. Curricular and Staff Development	Develop guidelines and establish structure and administer cultural diversity funds through CID.	Dean, Undergraduate Studies	1. Call for proposals 2. Set up process 3. Award monies	Staff/ Faculty	Yearly	Development and funding of programs that increase the awareness of cultural diversity.	
6. Outreach	Outreach academic counseling to SAA population.	Unaffiliated Academic Advisors	Drop in counseling cross-cultural center.	SAA students.	Yearly	Better outreach.	
7. Retention	Increase academic advising to SAA students.	Director, Unaffiliated Academic Counselors	Designation of minority peer academic advisors in Biological Sciences and Social Sciences.	SAA students.		Selected two new peer academic advisors.	
8. Staff Development	Develop staff's Knowledge.		WorkshopsCounseling the Culturally Different.	Advising Office Staff		Better Knowledge	
9. Retention	Increase persistence rate and quality of life.		Participate in planning conference on Asian students for campus.	Advising Staff	One time	Increase awareness	

Chart #3

Page 1
Unit: Undergraduate Studies
Date: August 14, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Activity 1	X	X	X									
2	X	X	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X
4			X	X	X							
5				X	X	X	X	X	X	X	X	X
6				X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X	X	X	X	X
8	X											
9							X					

C. ACADEMIC RETENTION UNITS

- Academic Counselors
- Affirmative Action
- Division of Graduate Studies and Research
- Program of Academic Support Services
  - Learning Skills Center
  - Tutorial Assistance Program
- Special Services

ACADEMIC COUNSELORS

t #1

Page 1

Unit: Academic Counselors

Date: 8-29-85

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
rkshops on Coun- ling the Culturally fferent	Continuation of academic counselor training in this area	Academic Counselors	Increased sensitivity to the needs and concerns of SAA students. Better understanding of these concerns from a student perspective.	Yes	Yes	Yes
-85 SEOP Academic unseling Sessions	To provide effective academic counseling to SEOP SAA students	SEOP SAA students	Better information to SEOP students on requirements, majors, course selection for fall than usually occurred in the past since students were grouped by major and the session was a counseling session, not a social activity.	Yes	Yes	
entify highly qual- ied SAA applicants d encourage them to me to UCI	To increase the number of highly qualified SAA students in each academic unit	SAA applicants	Outcome is unknown as we do not know whether these recruitment efforts did result in a more highly qualified SAA freshman class	Unknown	See SAA plans for each academic unit	
ordinate with ORS & missions to increase A participation in HSS	"	SAA high school juniors and seniors	Program did not occur.		No	
develop an orien- tion program for A students during Week	To provide transition information to students and better acquaint them with Univ. expectations	New SAA students	New SAA students received information about support services and became acquainted with faculty and staff. Their transition to the academic year, academically, culturally and socially, was facilitated.	Yes	Yes	

Page 1
Unit: Academic Counselors
Date: 8-29-85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIII, all	To develop follow-through programs on counseling culturally different students	Munoz, Ramon Romero, Dan Schnaubelt, Marianne	Develop and schedule workshops for the academic counselors on effective strategies for counseling the culturally different.	Academic Counselors	Once a Year	Increased sensitivity to SAA students and ability to provide effective counseling services for them	As reported on evaluations at the end of the sessions. Increased utilization of academic counselors by SAA students.
IV and VI, all	To provide effective academic counseling to SEOP SAA participants	Special Services and Academic Counselors	85-86 SEOP academic counseling sessions	SEOP SAA students	Summer 85	Better informed SEOP SAA students in the areas of majors, requirements, course selection and University policies and procedures	Increase number of SAA students receiving academic counseling and their chances of receiving a full and appropriate fall class schedule
IV and VI, all	To assist students with the transition to the University	Munoz, Ramon Pepke, Priscilla	Orientation Week Program for SAA students	New SAA students	O Week	Provide information to new SAA students about support services. Introduce them to faculty and staff. Facilitate their transition to the academic year by assisting their academic, social and cultural adjustment	Increase in utilization of counseling and support services by SAA students Monitoring by the academic units of end-of-quarter GPAs and progress toward degree requirements

Chart #3

Page 1

Unit: Academic Counselors

Date: 8-29-85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July 86
Workshops for Academic Counselors												←	→
85-86 SEOP Academic Counseling Sessions	←	→											
O Week SAA program			↔										

AFFIRMATIVE ACTION

149

Chart #1

Page ______

Unit: Affirmative Action

Date: July 15, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
First Generation College Parent	Inform Minority parents of the critical role they play in the preparation of their children for college enrollment. Advise them of the many instances in which they can serve as support systems for their children and contribute to their academic success.	Parents of minority Jr. High & High School students in the San Gabriel & Pomona/Walnut area. Most of the parents have had no previous experience with a knowledge of higher education.	The anticipated outcome was merely that some trust building be done with parents, and that in the process of building trust between parents and "higher education" that parents would be more willing to take an active role in the planning and execution of plans for their children's education. We anticipated a small, stable group of parents. What we've experienced is a very small core group of mothers, who act as coordinators. But the largest participation comes from parents who attend sessions sporatically.	Yes	Yes, but we're goint to attempt to design a program to encourage less transcient participation	Not as it is currently structured

Page 1

Unit: Affirmative Action

Date: July 15, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
Increased enrollment of minority students.		Carla R. Espinoza	Social and informational sessions with minority parents.	Parents	2-4 hours At least once a month but more often if parents request.	Involvement of parents in the education of their children. Interest in issues of preparation.	Greater involvement with their child's preparation for higher education through the jr. high or high school. Questions regarding their appropriate roles, specific activities and how to achieve success.

Chart #3

Page 1

Unit: Affirmative Action

Date: July 15, 1985

1985-86
Schedule of Activities

Program Activities/Events

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
			Pasadena School District	Pomona School District	West Covina School District	?	Walnut School District	Baldwin Park School	?	Monrovia School District	?

DIVISION OF GRADUATE STUDIES AND RESEARCH

Chart #1

Page 2

Unit: Graduate Studies

Date: August 6, 1985

ASSESSMENT SHEET FOR 1984/85 S[illegible]CTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1. Workshops						
Graduate Education	To provide UCI undergraduates comprehensive info on grad. education	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
Application Process	To provide gral. and specific info on applying to graduate school.	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
2. Individual Counseling						
Graduate Education	Provide students individualized detailed info and advise on both grad. ed. and the application process	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
3. Chemistry Tutorial	Tutor SAA students having difficulty in Chem core courses	UCI SAA students in Chemistry core courses	Objectives and outcomes identical	yes	yes	yes
4. Minicourse	Same as 1 & 2. More extensive and intensive	UCI SAA students	Objectives and outcomes identical	yes	yes	yes
5. Grad. Info. Day	Provide intro to graduate ed opportunities	UCI SAA students	Objectives and outcomes identical	yes	yes	yes

Page 3
Unit: Graduate Studies and Research
Date: August 6, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1.	To provide UCI undergraduates comprehensive info. on grad. education	John Martinez Ken Matsuura	Graduate Education Workshops	UCI SAA students	Periodically throughout year	Increase knowledge about grad. ed.	No formal outcome measures though monitoring application rate of UCI SAA students would be informative
2.	To provide general and specific info. on grad. school application process	"	Individual Counseling		throughout year	Increased application rate	
			Minicourse on grad. ed.		winter quarter	same	
3.	Individual counseling same info. as 1 & 2 offered individually	"	Graduate Info. Day		Fall quarter	same	
4.	Provide introduction to grad. ed. opportunities						

Chart #3

Page 1
Unit: Graduate Studies
Date: August 6, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Workshops:				X	X	X	X			X	X	
- Graduate Education												
- Application Process												
Individual Counseling				X	X	X	X	X	X	X	X	X
- Graduate Education - Application Process												
Chemistry Tutorial Program									X	X	X	X
Graduate Education Minicourse							X	X	X			
Graduate Information Day				X								

PROGRAM OF ACADEMIC SUPPORT SERVICES

Page 1

Unit: Program of Academic Support Services

Chart #2

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
1. Retention	Increase student retention through academic support services.	PASS Director in coordination with Director TAP and Director LSC.	1. Course adjuncts 2. Workshops coordinated with academic courses. 3. Small group tutoring. 4. General skills development workshops. 5. Individual counseling.	All SAA students	Some quarterly, some weekly depending on activity.	Increase persistence	Persistence dates.
2. Retention		PASS Director working with academic units.	1. Math 1A - 1B 2. Social Science Reading and Statistics adjuncts.	SAA students	Meetings twice a week.	Increase persistence and grades in specific courses.	Monitor and track grades and GPA.
3. Retention	PASS Research and Evaluation Program.	PASS Director	1. Evaluation of PASS programs. 2. Development of student database for PASS services. 3. Forward Research studies.	All students	Quarterly	Information	
4. Retention	1. To assist SAA students in assessment of their academic learning needs. 2. To encourage SAA students to address academic weakness in their first quarter of enrollment. (...Cont)	PASS Director and Betty St. John.	1. Assessment of skill level in English composition, chemistry mathematics, intermediate algebra, precalculus, reading and ESL. 2. Provide current results to academic counselors and students	All new freshmen and transfer students	Testing in May, Sept. Jan and April.	1. Assessment data distributed to academic counselors for student counseling, placement, and referral (...Cont)	1. Program implementation and distribution of data 2. Review of student participation in PASS services to which they are referred. 3. Identification of utilization of data; identification fo joint PASS/academic unit programs to address preparatory skills intruction. (...Cont.)

Chart #2

Page 2

Unit: Program of Academic Support Services

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	3. To orient academic counselors to the assessment process and in the effective utilization of data. 4. To provide academic units and PASS with necessary data to address student underpreparation.					2. Students had results and good sense of their strengths and weaknesses in relation to UCI course requirements. 3. Academic units and PASS utilized the information in academic planning and curricular development.	Outcome of assessment of LSC and TAP activities under their goals/objectives (see their individual listing).

Chart #3

Page 1

Unit: Program of Academic Support Services

Date: August 14, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
New Student Assessment Testing	X	X	X		X		X			X	X	X

LEARNING SKILLS

Chart #1

Page 1

Unit: Learning Skills Center

Date: August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1. assess reading skills 2. provide critical reading and vocab. building skills classes during academic year and SEOP	to increase academic success and retention of SAA students	programs are open to any student seeking help. We design our programs with SAA students in mind. We make special efforts to increase referral of SAA students by academic advisors, faculty, TAs, and Special Services staff.	increase in number of students in good academic standing, improvement in their GPAs, development of their confidence in their potential for academic success, development of responsibility for seeking academic support	results of pre-and post-tests and evaluations by and responses of participants and faculty and staff indicate that they were	yes--all activities	
3. special workshops for BioSci students in prep. for MCAT 5. Chem/Math pre-test prep wkshops 6. individual assessment of study skills for SEOP students 7. Mini-courses in grad study (Special services credit prog.) 8. Adjuncts to Chem 10, Math 1, 2A, 2B; Soc Sci 11, Hum Core 9. Pre-Chem 10 wkshops 10. CBEST wkshops 11. ind. assistnace in writing statement of purpose for grad school entrance	(#'s 3,7,10,11) to assist SAA students in gaining admission to grad. schools or in meeting prof. requirements					
12. training wkshops for Early Outreach 13. special reading and study skills programs for SAA athletes	to assist SAA students in preparing for university level work					

165

Page 2
Unit: Learning Skills
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurem of Outcome
IV A & C V A & C	to increase academic success and retention rate of SAA students	director and staff	1. assess reading skills	SAA	as needed	increase in # of students in good academic standing, improvement in their GPAs, development of confidence in potential for academic success, development of responsibility for seeking academic support	
			2. provide critical reading and vocab. building skills classes during academic year and SEOP		weekly		
VIII	to assist SAA students in gaining admission to grad school (#3)		3. special workshops for BioSci students in prep. for MCAT		"		
			5. Chem/Math pre-test prep wkshops		"		
IV A&C V A&C			6. individual assessment of study skills for SEOP students		one hour per student (minimum)		tracking of students in use of programs, increa in GPAs in related courses, and pre- and post tests
VIII			7. Mini-courses in grad study (Special services credit prog.)		6 wks (winter)		
IV A&C V A&C			8. Adjuncts to Chem 10, Math 1, 2A, 2B; Soc Sci 11, Hum Core		weekly		
			9. Pre-Chem 10 wkshops		"		
			10. CBEST wkshops		"		
VIII			11. ind. assistnace in writing statement of purpose for grad school entrance		daily		student and faculty evaluations
			12. training wkshops for Early Outreach		quarterly		
IV A&C V A&C			13. special reading and study skills programs for SAA athletes		weekly		

Page 3
Unit: Learning Skills
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcome
IV A&C V A&C	to increase academic success and retention rate of SAA students	director & staff	14. critical reading classes (follow-up) for SEOP students in BioSci	SAA	weekly		
			15. reading adjuncts to SocSci 7		"		
		directors of CCC and LSC	16. special workshops for student groups using Cross Cultural Center		as requested		
			17. writing adjuncts to Research Issues in Afro Am. Studies		weekly		

Chart #3

Page 4

Unit: Learning Skills Center

Date: August 14, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
ALL PROGRAMS EXCEPT #s 7 and 12 ARE OFFERED OCTOBER THROUGH JUNE. #'s ARE TO BE ARRANGED 7, 12, 16												

TUTORIAL ASSISTANCE PROGRAM

Chart #1

Unit: Tutorial Assistance Program

Date: August 14, 1985

ASSESSMENT SHEET FO 84/85 SAA AC ES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Provide undergraduate and course specific peer group tutoring	To increase student participation and retention in peer group tutoring and in the courses tutored	Undergraduate lower and upper division SAA students	That SAA students would have a higher rate of participation in tutoring in 1984-85 than in 1983-84. I didn't anticipate that upper division Mexican-Americans would have a lower participation rate in tutoring 1985 (55) than they had in 1984 (61)	Yes	Yes	Yes

Page

Unit: Tutorial Assistance Program

Chart #2

Date: August 14, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
To increase academic success and retention rate of SAA Students	To increase SAA student participation rate and retention in peer group tutoring	TAP staff Director, Rick Turner	Provide individual and peer group tutoring. Longitudinal retention research projects.	SAA students Sample of SAA students	Sept. 1984 to June 1985	Enhancement of independent learning. Better preparation for advanced courses. Better understanding of course material as a result of tutoring. Retention of students in course tutored.	Longitudinal investigation of student participation. Student and program evaluation. Student self evaluation. Program evaluation.

Chart #3

Page __________

Unit: Tutorial Assistance

Date: August 14, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Individual and Peer Group Tutoring				X	X	X	X	X	X	X	X	X
Publicity/Outreach			X	X	X	X	X	X	X	X		
SEOP (peer group tutoring)	X	X										
Student Evaluation					X				X			X
Program Reports					X		X					X
Final Report			X									

SPECIAL SERVICES

Char

Page: 1

Unit: Special Service.

Date: August 13, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activities	Program Objective(s)	Target Group
1) Assessment Testing - Coordinate with academic units a comprehensive assessment testing. Disseminate results to academic units.	1. a) To determine the academic strengths and weaknessess of new incoming students. b) To assist academic counselors and advisors in the utilization of this information in the counseling and referral of students into appropriate courses.	1. New, entering students - below 480 verbal SAT.
2) SEOP - Residential academic intensive summer program	2. To help students adjust to and develop support systems to survive at the University.	2. New, entering freshman EOP/SAA Special Action admitted students.
3) Orientation - SPOP Uni-Prep. O-Week	3. To assist students become aware of and participate in the University's support program.	3. New - transfer EOP/SAA, Special Action admits, handicapped students.
4) Monitoring Summer - probation disqualification	4. a) To collect data to determine the enrollment, retention, and graduation rates. b) To develop effective strategies to slow down the attrition rate.	4. Freshman and Sophomore EOP/SAA - Special Action admitted Special Services eligible and handicapped students.
5) Workshops Fall - improving your GPA Winter - academic survival Financial aid	5. To create the awareness for the need to maintain satisfactory and normal academic progress.	5. All EOP/SAA SSP eligible, handicapped students.

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Page: 1

Unit: Special Service

Date: August 13, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activities	Program Objective(s)	Target Group
5) cont. Spring - options for graduate school.		
6) Referral services - extensive referral of students to all services of the University.	6. a) To encourage students to use the support network at UCI. b. To provide students with the most appropriate resources on campus.	6. All EOP/SAA and SSP eligible and handicapped students. All students
7. Tutorial - early sign-up and payment of one or two tutorials per quarter.	7. To improve GPA of all Special Services Program students and to move students from probationary status to good standing.	7. All SSP eligible students, handicapped and limited EOP/SAA on exceptional basis.
8) Outreach - use of extensive phone and mailing services.	8. To inform students of services available, and to bring into one on one counseling.	8. All EOP/SAA and SSP eligible plus handicapped students.
9). Publish New Voice, quarterly newsletter.	9. Informs students of pertinent events, timelines and information.	9. All EOP/SAA and SSP eligible plus handicapped students.
10. Counseling Services	10. To assist students in, obtaining services from all units of the University, helping to make decisions about career and goal definition, selecting courses for satisfaction of graduation requirement, and	10. All EOP/SAA students, and SSP eligible plus handicapped students.

Chart #1a

Page: 1

Unit: Special Services

Date: August 13, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: **Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.**

Program Activities	Program Objective(s)	Target Group
	10. cont. personal growth, adjusting to the University environment, exploring and deciding on graduate, professional school or career choices.	
11). Conduct exit interviews for those disqualified or who choose to leave or graduate from the University.	11. To maintain a good tracking system.	11. EOP/SAA, SSP eligible and handicapped students.
12) Prepare reports, and proposals.	12. Dissemination of information.	12. To University Administrators, faculty, students, and governmental funding agencies.

Page: 1

Unit: Special Services

Date: August 13, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: **Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.**

What Were The Anticipated and Unanticipated Outcomes?	Goals Satisfied	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus Wide Replication?
1) Assessment testing -	1) IV. A. C. F.	1) Yes	1) Yes-in conj. w/PASS	1)Currently being adopted
2) SEOP	2) IV. A. B. C. D. E. F.	2) Yes	2) Yes	2) Yes
3) Orientation	3) IV. A. B. C. D. E. F. VI. A. B. C. D. G.	3) Yes	3) Yes	3) Yes
4) Monitoring	4) VI. A. B. C. D. F. V. A. B. C. D. G.	4) Yes	4) Yes	4) Yes
5) Workshops	5) IV. A. B. C. D. G. V. A. B. C. D. F. G. VI. All VII. A. C. C. D. G. VIII. A. B. C. D. C. H.	5) Yes	5) Yes	5) Yes
6) Referral services	6) All goals and objectives	6) Yes	6) Yes	6) Yes
7. Tutorial	7) IV. A. B. C. F. V. A. B. C. E. G. VI. A. B. C. VII. A. B. C. G. VIII. A. B. C. F. H.	7) Yes	7) Yes	7) Yes
8) Outreach	8) All goals	8) Yes	8) Yes	8) Yes
9) Publish New Voice	9) All goals	9) Yes	9) Yes	9) Yes

Chart #1b

Page: 1

Unit: Special Services

Date: August 13, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

What Were The Anticipated and Unanticipated Outcomes?		Were Program Objectives Met?	Will This Activity Be Continued for 195/86?	Is This Activity Worthy of Campus Wide Replication?
10) Counseling Services	10) All goals	10) Yes	10) Yes	10) Yes
11) Conduct exit interviews for those disqualified or choose to leave or graduate from the University.	10) IV. B. V. B. VII. B. E. VIII. A. B. C. E.	11) Yes	11) Yes	11) Yes
12) Prepare reports and proposals.	12) All goals and to keep the University informed as to the needs, the progress, the success and failures of services to EOP/SAA, SSP eligible, and handicapped students.	12) Yes	12) Yes	12) Yes

Chart #2a

Page: 2
Unit: Special Services
Date: August 13, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities
IV. A. 1. 1	A. To move students from probationary status to good standing, and improve GPA of all students.	A. 1. *SS Staff 2. SS Staff 3. SS Staff 4. TAP 5. SS Staff 6. SS Staff	A. 1. Monitoring 2. Workshops 3. Referral services 4. Tutorial services 5. Outreach 6. Counseling
B.	B. To assist students to become aware of and participate in the University's support program.	B. 1. Audrey Al-hamd 2. Student Support Services 3. SS Staff	B. 1. Assessment testing 2. SPOP 3. Orientation 4. Outreach 5. Workshops 6. Referral services 7. Counseling 8. New Voice
C.	C. To create the awarness for the need to maintain satisfactory and normal progress by carrying full course load.	C. Same as above	C. Same as B
D. 1. 2. 3	D. To help students to adjust to, and develop support systems to survive at the University.	D. 1. SS Staff 2. SS Staff 3. SS Staff 4. SS Staff	D. 1. SEOP 2. Workshops 3. Referral servcies 4. Counseling

* Special Services

Page: 2
Unit: Special Services
Date: August 13, 1985

Chart #2a

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities
V. A 2. B C D E 1. 2. 3.	Same as IV	A. SS Staff B. SS Staff C. SS Staff D. SS Staff E. SS Staff	Same as IV
VI. Same as above	Same IV	Same as IV	Same as IV
VII. Same as Above	Same as IV	Director	1. Same as above 2. Conduct workshops especially designed to create awareness of graduate and professional school opportunities.
VIII A 1. 2. B a. 2.	Increase the number of students graduating.	SS Staff Career Planing.	1. Record number increase of students graduating and compare annual increase.

Page: 2
Unit: Special Services
Date: August 13, 1985

Chart #2a

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for implementation	Program Activities
VIII. Cont.			
C 1 D 1. 2. 3. E. 1. 2. F	C. Same as above D. Same as above E. Assist students to explore, and formulate plans regarding graduate and professional school, and or job opportunities.	SS Staff and Career Planing	C. Same as above D. Same as above E. 1. Number of students enrolled in graduate and professional schools. 2. Number of students placed in job opportunities.

Page: 2
Unit: Special Services
Date: August 13, 1985

Chart #2b

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
A. EOP/SAA, Special Services eligible, handicapped, and all students.	A. 1. Quarterly 2. Quarterly 3. Daily 4. Daily 5. Quarterly 6. Daily	A. Students will improve GPA's and not be on probationary status.	A. Monitor GPA improvement.
B. Same as above, emphasis Freshman and Sophomore	B. 1. Yearly 2. Yearly 3. Yearly 4. Quarterly 5. Quarterly 6. Daily 7. Daily 8. Quarterly	B. Students will develop confidence to seek out and participate in support programs.	B. Record number increase of those participating in SSP activities.
C. Same as above	C. Same as above.	C. Students will maintain satisfactory progress and normal progress.	C. Record drop in numbers appearing on probation lists - record numbers moving to next class level
D. Same as above	D. 1. Yearly 2. Quarterly 3. Daily 4. Daily	D. Students will feel confident, and become comfortable with the University environment by gaining knowledge of services available, and potential to use those services.	D. Same as B.

Chart #3

Page 1

Unit: SPECIAL SERVICES

Date: August 13, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Assessment Testing	X	X	X								X	X
SEOP	X	X		X				X	X	X	X	X
Orientation	X		X									
Monitoring (Probation/disqualification)	(Disqualification) ← (Probation)	→		←			Monitoring					→
Workshops (Fall, Winter, Spring)				X			X			X		X
Referral Services	←											→
Tutorial	←											→
Outreach			←									→
Publish-New Voice				X				X		X		
Counseling Services	←											→
Exit Interviews	←											→
Reports & Proposals		←									→	

D. OUTREACH UNITS

- Admissions
- EOP/SAA--Outreach
  - Early Outreach
  - Immediate Outreach
- Project Radius
- Relations with Schools and Colleges

ADMISSIONS

Chart #1

Page 2
Unit: OFFICE OF ADMISSIONS
Date: Oct., 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Address policy and political issues regarding use of differential selection criteria by ethnicity in retaining applicants in impacted majors	Improve fairness and face validity of selection. Enhance retention of SAA.	Policy-making bodies, impacted units.	No statistical justification for differential selection criteria by ethnicity or sex.	Yes	Analysis continually reviewed.	N/A
Continue to research factors related to student performance by ethnic and other social backgrounds	Evaluate services related to performance and retention.	Policy bodies; other units	Nothing persuasive or systemmatic discovered in 1984-85	Less comprehensive than hoped for. Dependent upon microcomputer and analytical support.	Yes	N/A
Early evaluations in target schools and colleges	Improve yield and eligibility.	SAA applicants	Better service to students. Invitations to expand activity. One negative interaction with a target school.	Yes, though relationships had to be smoothed in one instance.	Yes	N/A
Revision of reports as needed. Downloading of SAA and ethnic data to SAA staff microcomputers. Technical assistyyno for Housing system.	Enhance units' ability to provide yield and retention services.	EOP, SAA, Housing staffs	Technically successful, though not clear how effectively data is being utilized.	Yes	Yes	Yes

Chart #1

Page OFFICE OF ADMISSIONS

Unit: P. 1

Date: Oct., 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Availability of Admissions professional staff to participate in presentations, panels, and meetings sponsored by other organizations	Increase # underrepresented students motivated toward postsecondary education	Audiences of non-committed SAA students	No discernible change in number of requests for such participation	No. No apparent increase in demand.	Yes	Yes
Monitor ATP test score report tapes as to existence of test score record without a UCI application. Follow up with applicant	Increase # underrepresented students who apply to UCI	SAA students submitting scores without applications.	Reduction in number of score reports without applications.	Project delayed until 1986-87 because of procedural changes.	Yes. Will be critical under New Admission System.	N/A
Personal contact with applicants whose test scores are adversely affecting eligibility, but could be improved. Encourage repeats of tests. Offer institutional testing to SAA applicants whose eligibility might be achieved by improved performance	Lessen negative impact of admissions testing requirement on students whose test-taking skills are likely to be deficient	Ineligible SAA applicants	Applicants advise to retake tests as needed. UCI is now an ATP test center, administered by Admissions staff, ensuring ethnic balance of administrators and providing hospitable environment for SAA test takers.	Yes	Yes	N/A
Support activities of other UCI units by improving analytical and profile information respective to significant subgroups of students/applicants, such as SAA by major, etc.		Academic units, outreach and retention services.	Evaluation of alternative means of distributing data, summaries, and analyses: Determined to use electronic means only.	Completion depend- upon F86 revision of SDQ, acquisition of microcomputers for standalone system, and programming resources	Yes	N/A

Unit: OFFICE OF ADMISSIONS

Date: Oct., 1985

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
II.A	Increase # underrepresented students motivated toward	Management, counselors	Participation of Admissions professional staff in panels, presentations, and meetings sponsored by other organizations	Uncommitted SAA students	As requested or available	Invitations to make professional presentations and present information from the Admissions perspective	Difficult. Continued contact by SAA students with Admissions staff whom they may have encountered in such a situation
II.D.4	Increase # underrepresented students who apply to UCI	Admissions Management; Admissions Information System Technical Staff Certain implementation might best be in the hands of an SAA unit	Monitor ATP test score report tapes as to existence of test score record without a UCI application. Follow up with applicant	Non-applying SAT-takers	As score report tapes are processed	Acknowledge receipt of a test score report and ensure that an application is forthcoming, if the student is not already a UC applicant	No unaccounted-for SAA test score reports
		Admissions counselors	Early evaluations in target schools and colleges	SAA applicants	First 3 months of Fall cycle	Applicants better informed of status	Increased awareness and follow-up activities in target schools
		Management, technical staff	Revision of reports as needed. Downloading of SAA and ethnic data to SAA staff microcomputers. Technical assistyyme for Housing system.	EOP, SAA, Housing staffs	Ongoing	Improved communication. Heightened awareness of characteristics and potential characteristics of aggregate students in a major or other program Ability to design outreach and retention activities more precisely.	Fewer ad hoc requests. Increase in number of focused programs by interfacing units. Improved yield and retention of SAA students due to those efforts

Unit: OFFICE OF ADMISSIONS

Chart One

Date: Octo., 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
		Admissions Management; Academic Affairs; Academic Senate; Academic Units	Address policy and political issues regarding use of differential selection criteria by ethnicity in retaining applicants in impacted majors	Policy-making bodies	On-going	Determing whether it is in UCI's best interest, of that of students and of the public, to select students by factors which predict performance best by ethnic background	Improved retention and performance of students selected for impacted majors. Improved public acceptance of processes involved
		Admissions Management; Admissions Information System Technical Staff	Continue to research factors related to student performance by ethnic and other social backgrounds	Policy bodies; other units	On-going	Better communication to students of the actual nature of an academic program relative to their academic characteristics	Improved alignment with and retention in, academic programs among SAA students
	Lessen negative impact of admission testing requirement on students whose test-taking skills are likely to be deficient	Management; Counselors	Personal contact with applicants whose test scores are adversely affecting eligibility, but could be improved. Encourage repeats of tests. Offer institutional testing to SAA applicants whose eligibility might be achieved by improved performance	Applicants ineligible because of test scores	After evaluation	Less loss of eligibility due to test scores too low for a given GPA	More eligible applicants among SAA
		Magagement; counselors	Review and address policy on No Decision, as it relates to F86 requirements	No decision applicants	Nov. 1985	Earlier decisions for some applicants	More eligible applicants, or possibly better pool of special action candidates

EOP/SAA--OUTREACH

EOP/SAA--OUTREACH

EARLY OUTREACH

204

UNIT: EOP/SAA--OUTREACH OFFICE

DATE: May 14, 1985

Page 1

1984-85
SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVES	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
I. JUNIOR HIGH OUTREACH (Grades 7-8)		JUNIOR HIGH PARTNERSHIP PROGRAM			
A. Increased Motivation to Obtain a Post-Secondary Education	Broadly, to motivate, challenge, and enable 7th and 8th grade SAA students to enroll in a rigorous course of study to prepare for college eligibility; Specifically, to increase the number of Partnership ninth graders enrolled in at least one college prep level course (English or Math)	A. Junior High Partnership Academic Clubs • Negotiate service agreements with targetted schools implementing new selection criteria* • Recruit students to join afterschool academic clubs • Motivate students to meet participation and continuation criteria; implement Junior High Student Academic Progress Monitoring	Targetted Schools Garden Grove District: Doig Intermediate Long Beach District: Lindbergh Junior High Stephens Junior High Santa Ana District: Carr Intermediate Lathrop Intermediate McFadden Intermediate Sierra Intermediate Spurgeon Intermediate Willard Intermediate Parochial Schools: Immaculate Heart of Mary Our Lady of the Pilar St. Joseph	Enrollment Targets 85% SAA students 15% low-income " 60% GPA 3.0 and above* 40% GPA 2.0 to 2.9 *GPA information is available only on SAUSD students	Actual Participants 68.3% SAA students 31.7% low-income " 50.8% GPA 3.0 and above 38.1% GPA 2.0 to 2.9 11.1% GPA 1.9 and below
(NOTE: Objectives are measured in terms of increased participation in Junior High Partnership, meeting continuation criteria): 1. 7th graders 2. 8th graders 3. 9th graders enrolled in college prep		*Selection Criteria and Rosters with Early Outreach Targetted Schools Attached	Participants by Grade Level 1. 7th graders: 318 2. 8th graders: 394 3. 9th graders (L.B. schools include 7-9): 57	College Prep Course Enrollment Increased enrollment in pre-algebra and college prep English course in 9th grade *Source: Fall 1984 Transcript Records of 9th Grade Partnership Students (Code 151, SAUSD Research and Evaluation). Record release permits are on file for each Partnership participant.	Last year, 73.8% of the 8th grade participants enrolled in at least one college prep level course in the 9th grade.* This year, 26.2 % of the JH participants are enrolled currently in GATE classes; 30 % are in algebra, pre-algebra, or foreign language. 75 % of the 8th graders are projected to meet the college prep course enroll

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVES	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
I. JUNIOR HIGH OUTREACH (Grades 7-8)					
8. Improved Academic Performance (NOTE: Objectives 1 through 7 have been interpreted broadly to include curricular outreach to teachers, i.e., as subheadings for Obj. 8:)	To provide teachers, counselors, and school administrators with forums and other inservice opportunities to review curricula and devise instructional strategies for use with the new SDE Model Curriculum Standards, to assist students in strengthening basic academic skills	8. Junior High Involvement in Curricular Outreach: Project STEP (Student/Teacher Educational Partnership), with specific applications under the California Academic Partnership Program (CAPP) grant as follow below.	UCI-sponsored teacher institutes are open to applications from teachers in schools throughout the UCI service area. Under the SAA Five Year Plan, several departments and offices are specifically targetting EOP/SAA Partnership-identified schools. Project STEP is a curriculum partnership program involving the Santa Ana Unified School District, Rancho Santiago Community College, Cal State Fullerton, and UC Irvine. Faculty Forums are provided under STEP for staff from all participating institutions.	• Increased articulation between intermediate and senior high school curricula in specific subjects • Enhanced instructional strategies practiced by the teachers involved in STEP activities	STEP Component Reports will be prepared in June, and will provide the numbers of teachers involved from targetted intermediate schools.
1. English skills		1. Work with UCI Writing Project and "Critical Thinking/Writing" component of the CAPP grant.			1. UCI Writing Project Summer Institute: CAPP component:
2. Mathematics skills		2. Work with the UCI California Mathematics Project and the "Math/Science Curriculum Review" component of CAPP			2. UCI CMP: CAPP component: NSF Math Mentors:
3. Science skills		3. Work with the UCI Summer Science Institute and the NSF Science and Mathematics			3. UCI Summer Science: CAPP component:

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
1B. JUNIOR HIGH OUTREACH (continued)	Improved Academic Performance via Curricular Outreach	B. Junior High Involvement in Curricular Outreach (contd.)			
4. Foreign Language skills		4. See report on STEP Project/ UCI Foreign Language Department Faculty Exchange Program, Spring 1984.			4. A survey letter to last year's participants would evaluate the impact on teachers' instructional strategies, and test the desirability of a follow-up inservice program.
5. Fine Arts skills		5. Plan 1985-86 STEP Project/ Artists in Training program			5. See memo from Keith Fowler, Fine Arts Dept. SAA Coordinator to Manuel Gomez, EOP/SAA Director
6. Social Studies skills		6. Work with teachers of reading-dependent courses in the CAPP "Critical Thinking/Reading" component			6. Intermediate level teachers in CAPP inservice component in Spring 1985:
7. Computer Competency skills		7. Proposed STEP Forum for 1985-86			7. Interest in this topic has been expressed by SAUSD and UCI faculty.
8-10. To promote curricular enhancement and articulation between junior and senior high schools		8-10. STEP Forums 1985: Math/Science -- March 6 English/Social Studies -- May 30 Instructional Guidance -- June 6			8-10: See forum reports and agendas

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
I. JUNIOR HIGH OUTREACH (Grades 7-8)					
C. Enhanced Personal Development	To provide learning opportunities for students to enhance self-confidence and formation of academic and career goals	C. Junior High Partnership "Prep Talk" Curriculum			
1. Career and vocational training		1. Conduct ACT Career Planning Program	1. 8th graders in targetted schools	1. Students will begin to investigate possible careers and educational requirements, to link their academic goals to the work world.	1. To date, 85 students have gone through this assessment. Data will be analyzed in the year-end report.
2. Goal-setting and planning skills		2. "Prep Talk" units will include such topics and provide students practical experience (eg. A-F course requirements for high school planning/UC eligibility)	2. Partnership students in afterschool academic club meetings	2. Students will develop peer-identification within college prep clubs that will help them to persist in their goals, as well as learn about UC program requirements and opportunities.	2. Participation has been consistent for some members, while others attend sporadically. The scheduling of specific activities (rewards) such as the Celebrate UCI program increases attendance. Service data will be analyzed in year-end report.
3. Communication skills		3a. Academic Leadership Seminar 3b. Academic Tournament	3a. 43 selected students from targetted schools 3b. 20 selected students from each targetted school	3. These activities will provide opportunities for students to test their communication skills	3. See activities reports.
4. Values clarification skills		4a. Women in Science and Mathematics Conference 4b. "Steps Toward Excellence" program during Celebrate	4a. 90 students (female) 4b. 350 students	4. Participants will identify more closely with SAA role models who have persisted in	4. Year-end report will analyze academic performance profiles of participants

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85
SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
I. JUNIOR HIGH OUTREACH (Grade 7-8)					
Proposed Goal:					
D. Increased Parental Involvement	To organize parent groups specific to school sites, and train them to assist their children in academic pursuits	D. Parents in Partnership Component of Early Outreach See report submitted to SAA Community Advisory on April 8, 1985.	Parents of Partnership students in targetted schools	See report.	

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
II. SENIOR HIGH OUTREACH (Freshman - Senior Year)		SENIOR HIGH COUNSELING COMPONENT ACADEMIC ENRICHMENT PROGRAM (AEP) HIGH SCHOOL FOLLOW-UP COMPONENT	(Rosters of targetted schools for each Senior High Outreach components are attached.)		
A. Increased Motivation to Obtain a Post-Secondary Education (NOTE: Objectives will be measured in terms of increased participation in Senior High Outreach programs. Baseline data to be established Spring 1985.) Objectives are stated in terms of the number of students at each grade level who are enrolled and retained in college prep courses: 1. Freshmen 2. Sophomores 3. Juniors 4. Seniors	To increase the number of participants who enroll and persist in college prep courses of study	• Negotiate service agreements with targetted schools, implementing new selection criteria* • Recruit students • Motivate students to meet continuation criteria • Implement Senior High School Academic Progress Monitoring • See IIB1 for further activities to support student retention in college prep courses. *Selection Criteria Attached	Selection Criteria embrace a range of student performance levels considered to be college prep standards: Senior High Counseling includes a number of students who may not be UC eligible from high school, but should be "14th grade" UC eligible community college transfer student candidates; AEP is defined as an honors program, with more rigorous participation standards; High School Follow-Up includes students from both programs who "graduate" into their senior year of high school, and require immediate Outreach program services regarding college admissions procedures, academic programs, housing, and financial aid.	• Implementation of higher standards for program participation is expected to align the Senior High Outreach program with UC Office of the President guidelines and with school site college preparatory programs, which will facilitate the integration of Partnership efforts with the school site curriculum for college prep students.	• Transcripts of all SAA students in targetted schools have been screened to identify eligible students. Data from this process will be used to establish baselines for Goals A and B, in conjunction with CBEDS reports (with addendums for numbers of students enrolled in college prep level courses). See component reports for participant profiles in Spring 1985, and potential pool of eligible recruits.

UNIT: EDP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTCIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
II. SENIOR HIGH OUTREACH (Freshman - Senior Year)					
B. Improved Academic Performance					
1. To assist students in achievement of academic skills	1a. To develop a tutorial services model designed to stress consistency of service availability over entire academic year	1a. STEP "Tutorial Services" component under CAPP grant--a peer tutoring model	1a. Math teachers recommend students as peer tutors. High school students in algegra or pre-algebra can utilize the services. Next year the model will be extended to other subjects--English and science in particular.	1a. Students who gain a good foundation in algebra should be able to tackle higher math courses with better results; high school peer tutors who have previously taken the courses tutored from the teachers who have recommended them as tutors will have a good understanding of how the courses are being taught, which should help them give clear directions; logistics will permit start-up of tutoring services early each semester (in contrast to mismatch of calendars between SAUSD and UCI when UCI students were utilized as tutors).	1a. This new component has established a good reputation in its first few months. Math teachers are enthusiastic about the peer-tutoring model, and counselors are pleased to see the peer tutors paid for their services. Strategies to encourage greater utilization of the services by all groups of students will need to be developed and implemented next Fall.

UNIT: EOP/SAA--OUTREACH OFFICE
DATE: May 14, 1985

1984-85
SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
IIB. SENIOR HIGH OUTREACH (continued)	Improved Academic Performance				
1. (continued) To assist students in achievement of academic skills	1b. To develop a series of workshops to provide students learning opportunities which address student preparation needs.	1b. Development of the Partnership Curriculum --and instructional support materials for college prep portions of high school planning courses	1b. The Partnership Curriculum will be designed as units that can be presented to various groups of students, parents, and school counselors/teachers: • during assemblies at schools which receive informational service only (vs. full service) • during class by teacher invitation • as part of the high school planning course • to groups of Partnership students and parents	1b. Units to be produced include the following subject matter: • social and cultural awareness • attitude and values clarification • goal setting and time management • school and the world of work • academic and career planning • learning skills • study skills • library and research skills • college admissions requirements	Program officers in each component have developed lessons and workshops presented to groups of Partnership students after-school or during lunch (with cooperation from UCI offices such as Learning Skills and Tutorial Assistance Program). A conceptual paper has been submitted by the Curriculum Development Officer to the Office of Academic Affairs; the timeline for completion of development extends through Fall 1985. The STEP Project Instruction Guidance Counselors Conference scheduled for June 6 will include a workshop on instructional materials needed and action plan for the development of same during Summer 1985.

1984-85

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVE	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
IIB. SENIOR HIGH OUTREACH (continued)	Improved Academic Performance				
2. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success	2. To support high schools in developing and implementing an orientation program for incoming 9th grade students; and in maintaining such support services for students who identify as college prep, throughout their high school years	2. Summer Bridge Program and "STEP/PREP" model of peer group identification as college prep students	2. All incoming 9th graders in three SAUSD high schools: • Santa Ana • Saddleback • Valley	2. Freshmen will be better able to make the transition between junior high and senior high, and to persist in college preparatory courses of study at each grade level	2. In Summer 1984, Summer Bridge Programs were initiated at Santa Ana and Saddleback high schools. "PREP" and "STEP" programs for students who self-identified as college prep students were conducted at these schools with mentor teacher/counselor support Re-alignment of EOP/SAA Partnership efforts to maintain a mutual support relationship with these programs will be complete by Summer 1985, and efforts to begin a similar initiative at Valley will be a priority Under the STEP Project, with funding support from the College Board Project EQuality, five-day programs at all three high schools will include incoming 9th graders, their parents, counselors, and subject teachers in a series of workshops designed to provide orien
IIC. College Preparatory Curricula Enhancement		See activities under Project STEP in Junior High Outreach section IB.			

UNIVERSITY OF CALIFORNIA, IRVINE
Educational Opportunity Program/
Student Affirmative Action—Outreach

PARTNERSHIP PROGRAM
1984-85

SELECTION CRITERIA FOR THE IDENTIFICATION OF PARTICIPANTS

A. Eligible Population

1. Grade level: 7th and 8th graders from those groups currently underrepresented within the University: American Indian, Black, Chicano, Latino, and Pilipino.

2. Number desired:
   50 7th graders
   50 8th graders (any openings will be filled based on recommendations from school-site Counselor/Advisor)

B. Selection Criteria

Students selected must meet the following criteria:

1. Maintain a minimum grade point average of 2.0. (Note: Continuation in the program into the High School Partnership Program will require a minimum 2.5 GPA and enrollment in college preparatory courses.)

2. a) Be enrolled in, or
   b) have the potential to enroll in, or
   c) have completed (with at least a grade of "C") one or more of the following classes:

   Algebra
   Pre-algebra
   Pre-geometry
   English
   Foreign Language

3. Demonstrate willingness to participate in Partnership activities by submitting a completed "Student Information Form," and "Consent for Release of Educational Records," and "Partnership Student Agreement for Participation."

4. Show good citizenship reports in all classes.

Counselor and/or teacher endorsement of student applicants who may not at this time meet all the above criteria will be considered.

C. Continuation Criteria

Performance and participation standards for continuation in the Partnership Program will be upheld. Students in good standing with the program will be invited to continue based on an annual contract with the Partnership Program. Students who do not maintain good standing will be put on probation and prescribed to seek assistance from teachers, counselors, and Partnership staff. If students do not make efforts to improve their standing, their place in the program will be given to a student on a waiting list who has the desire to prepare for college.

PROPOSED MINIMUM HIGH SCHOOL CRITERIA

CUMULATIVE STATUS AT THE END OF EACH GRADE LEVEL

CRITERIA	9th	10th	11th	12th
1. A-F Course Enrollment Range				
0	10% By Exception			
1-2	60%	5% By Exception		
3-4	30%	15%		
5-6		45%	5%	
7-8		35%	15%	
9-10			45%	
11-12			35%	20%
13-14				30%
15-16				50%
2. Which A-F Courses: Recommended Minimum Enrollment	English (A, AA, GATE) Math (Pre-Algebra) For. Lang.	English (A, AA, GATE) Math (Algebra) SCI or For. Lang. F Requirement	English (A, AA, GATE) Math (Geometry) SCI For. Lang. History	English (A, AA, GATE Math (Algebra II) 2 F Requirements
3. Minimum GPA	2.5	2.5	3.0	3.3 3.0 2.5
	*Any Grade of D or below, course must be repeated			
4. Data Requirements	SIF RRF Contract 4 yr. Academic Plan	SIF Contract	SIF Contract	SIF Postsecondary Plan
5. Program Participation	Satisfactoy grade in	Satisfactory completion		

Selection Criteria

AEP MINIMUM PARTICIPATION CRITERIA *

Criteria	By End of 9th Grade	By End of 10th Grade	By End of 11th Grade	By End of 12th G
inimum # of A-F ourses Enrolled In:	2	7	12	16
hich A-F Courses	Math (Pre-Algebra) ** English (A, AA, GATE)	Math (Algebra) English (AA, A, GATE) Foreign Language Science F Requirement	Math (Geometry) English (AA, A, GATE) Foreign Language or Science F Requirement History	Math (Algebra I English (AA, A, G 2 F Requirement
inimum GPA	3.0	3.2	3.3	3.5
quired Participation ctivities In:	School Site	School Site	School Site	School Site
Data	SIF (Student Information Form) Record Release Form Contract 4 Year Academic Plan	SIF Contract	SIF Contract	SIF Contract Postsecondary Pla

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* Students who do not meet the minimum criteria can continue in the program under provision of a counselor teacher recommendation and a signed agreement to meet AEP standards within a one year time period.

** If a student is enrolled in pre-algebra, enrollment in a second A-F course is required.

rogram Selection
Criteria

EARLY OUTREACH PARNTERSHIP PROGRAM
TARGET JUNIOR HIGH SCHOOLS

SCHOOL	PRINCIPAL/VICE	CONTACT PERSON	GRADE
CARR INTERMEDIATE 2120 E. Edinger St. Santa Ana, CA 92701	*Dr. Murdo MacLeod Ms. G. King Mr. Bob Segura	Ms. Fredell Scott 558-5711	7th
DOIG INTERMEDIATE 12752 Trask Ave. Garden Grove, CA 92640	*Mr. Robert O'Higgins	Mr. Jay Whitaker 638-6241	6th, 7th & 8th
IMMACULATE HEART OF MARY 2204 W. McFadden Santa Ana, CA 92704	*Sister Sheila Murphy	Susan Surburg Rosemarie Meis 545-8185	8th
LATHROP INTERMEDIATE 1111 S. Broadway Santa Ana, CA 92707	*Mr. Richard Rankin Mr. Keith Dunn	Ms. Angelita Marty 558-5701	N/A
McFADDEN INTERMEDIATE 2701 S. Raitt Santa Ana, CA 92704	*Judith A. Duesterberg Mr. Steve Solomon Mr. Ramon Raza	Mrs. Barbara Mitchell 558-5661	N/A
OUR LADY OF THE PILAR 601 N. Western Santa Ana, CA 92703	*Mr. Brendon Moore	Ms. Madge Attick 542-5177	8th
SAINT JOSEPH 608 Civic Center Santa Ana, CA 92706	*Sister Michelle Tochtrop, C.S.J.	Martha Eppink Ms. Bafia 541-2704	8th
SIERRA JUNIOR HIGH 1901 N. Mc Clay Santa Ana, CA 92701	*Mr. Dan Salcedo Ms. Fjeldsted	Ms. Ann Okine 558-5886	N/A
SPURGEON INTERMEDIATE 2701 W. 5th St. Santa Ana, CA 92703	*Mr. Ernie Raugewitz Mr. Ed Cole	Ms. Velina Esparza Ms. Beth Dillon 558-5586	8th
STEPHENS JUNIOR HIGH 1830 W. Columbia St. Long Beach, CA 90810	*Mr. Patrick Bratton Mr. Gutierrez Mrs. Johnson	Ms. Marlene Bellamy (213)595-0841	N/A
WILLARD INTERMEDIATE 1342 N. Ross Santa Ana, CA 92706	*Mr. Greg Rankin Dr. L. Johnson R. Jensen	Ms. Joy Fromong Delores Witt 558-5731	8th

* Principal

SENIOR HIGH PARNTNERSHIP / AEP

SCHOOL	CONTACT PERSON	TELEPHONE
ANAHEIM HIGH	*Maggie Carrillo	999-3744
811 W. Lincoln	Mr. Robert Montenegro	999-3717
Anaheim, CA 92805		
BANNING HIGH	*Estella Pena	
1527 Lakme Ave.	Phyllis Hart	(213)549-7500
Wilmington, CA 90744	Nessie Williams	(213)549-7500 x296
JORDAN HIGH	*Mr. Jack DuBois	
6500 Atlantic Ave.	Mr. Murray Sokaloff	(213)423-1471
Long Beach, CA 90805		
LOS AMIGOS HIGH	*Mr. Andrew McTaggart	
16566 Newhope St.	Bob McFadden	638-6288
Fountain Valley, CA 92705		
POLY HIGH	*Mr. Robert Ellis	
1600 Atlantic Ave.	Helene Goodman	(213)591-0581
Long Beach, CA 90813		
SADDLEBACK HIGH	*Nancy O'Connor	
2892 S. Flower	Diane kawauchi/ AEP	558-5741
Santa Ana, CA 92701	Leticia Vargas	
SANTA ANA HIGH	*Gerald Arriolla	
520 W. Walnut	Jackie Oakes	558-5821
Santa Ana, CA 92701	John Acuna	558-5816
	Joan Lucero	
SANTIAGO HIGH	*Mr. Ray Arroyo	
12341 Trask Ave.	Carolyn Rust/ AEP	638-6275
Garden Grove, VA 92640	Miguel Vivanco	638-6215
VALLEY HIGH	*Mr. Ivan McKinney	
1801 S. Greenville	Debbie Hill/ AEP	558-5771
Santa Ana, CA 92704	Denise Tate	
	Bob Bristlin	558-5511

* Principal

ASSESSMENT SHEET FOR 1984/85 SAA ACI ES

Page 1
Unit EOP/SAA
Date August 14, 1985

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (Grades 7-8)	JUNIOR HIGH PARTNERSHIP PROGRAM	School-site Partnership programs					
A. Increased Motivation to Obtain a Post-Secondary Education NOTE: Baseline data to be established using impact on Spring 1985 participants. Objectives to be measured in terms of increased participation in the Junior High Partnership Program of students meeting standards and continuation criteria	Establishment of Junior High Partnership School Site Academic Organizations General: To motivate and challenge students identified with their peers to enroll in a rigorous course of study Specific: To increase the number of SAA 9th grade students enrolled in at least one college prep level course in accordance with their personal 4-year academic plan	1. Negotiation of service arguments; setting of selection standards	SAA 7th & 8th graders with a minimum GPA of 2.0 and enrollment or potential to enroll in college preparatory courses (A-F subjects) (See list of targetted schools in Attachment 1 page 1, and selection criteria, page 10.)	Service Agreements with school-site administrators and site sponsors Enrollment targets: 85% SAA students 15% low income 60% GPA 3.0 and above 40% GPA 2.0 to 2.9 Current enrollment in college prep courses (or potential to enroll)	Yes (need to be refined and formalized in Fall 1985) Actual profile: 68.3% SAA 31.7% low income GPA breakdown (data available only on SAUSD students) 7th graders 44.3% 3.0 and above 23.8% 2.5 - 2.9 11.9% 2.0 - 2.4 19.8% 1.9 and below 8th graders 37.1% 3.0 and above 21.6% 2.5 - 2.9 22.4% 2.0 - 2.4 18.7% 1.9 and below For SAUSD students: 26.2% enrolled in GATE classes 30% enrolled in algebra, pre-algebra or foreign language	Yes	N/A

Page 2
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT ET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. **JUNIOR HIGH OUTREACH (Grades 7-8)**	(for specific activities)	School-site Partnership programs (continued)					
A. Increased Motivation (cont'd)		2. Recruitment of students:		High level of participation and enthusiasm at school sites	Yes	Yes	
Baseline data for Objective 1: 318 7th graders initially enrolled in Partnership	2a. To inform prospective student participants about the program	2a. Orientation Assemblies	Identified by school counselors				
Objective 2: 394 8th graders initially enrolled in Partnership	2b. To motivate students toward aspiring higher education through use of displays, University student role models, partners pledge raffles, career dress, Mr. T.	2b. Pre-enrollment Ceremonies	Students interested in joining				
Objective 3: Re: College Prep Course Enrollment The number of JH Partnership "graduates" 9th graders who enroll in a college preparatory course of study when they enter high school in Fall 1985 will be determined by November.							

Page 3

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (Grades 7-8)		School-site Partnership programs (continued)					
A. Increased Motivation (cont'd)	To encourage students to meet the Partnership selection and continuation criteria	3. Motivational Activities:	SAA students invited (selected) to join the program				
	3a. Official enrollment into the Partnership Program	3a. Enrollment ceremony		Targetted 50 students per grade per school to enroll initially, anticipating some attrition over the academi year	Yes	Yes	
	3b. To expose participants to different academic disciplines, opportunities at UCI	3b. Enrichment Activity - - Fine Arts School of Dance Dress Rehearsal		Positive experience for both students and parents		Yes	*Opportunities for students to see the work of UCI faculty and students and talk with them are appreciated. Help with coordination and transportation is sought.
	3c. To motivate and increase student participation; to involve students in the decision-making process of planning and implementing their fundraising activity; to enhance students' self-confidence and encourage them to act independantly.	3c. Partnership Raffle/Super Activity	Active participants in the program	$3,000 was raised in 2 weeks to fund trip to Magic Mountain. Small prizes were donated by the UCI Book Store, Candy Shop, and University Backlot, and a 10-speed bike, the grand prize, was purchased at cost from a local business.	Yes it was a great success!	Yes	

Page 4

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (GRADES 7-8) A. Increased Motivation (cont'd)	To help students measure their progress toward goals; To assist in documenting program progress and in refining process of early identification of potential UC eligible students.	4. Implementation of Junior High Student Academic Progress Monitoring 4a. Establish data collection agreement with school sites/districts 4b. Collect student information forms and parent's release statement for access to student academic records. 4c. Obtain/analyze semester grade reports		A reciprocal data support agreement was reached with the SAUSD. Our staff coded participants into District computer system and received computer print outs of student progress reports, gains reports on standardized testing, etc. This was the first year any official academic records have been collected on JH participants, which will enhance both student and program accountability to goals.	Yes (See further plans for 1985-86)	Yes	

Page 5

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (Grades 7-8)							
B. Improved Academic Performance Via Curricular Outreach NOTE: Objectives 1 through 7 have been interpreted broadly to include curricular outreach to teachers, i.e., as subheadings for objectives 8 - 10. (see next page)	To provide teachers, counselors, and school administrators with forums and other in-service opportunities to review curricular and devise instructional strategies for use with the new SDE Model Curriculum Standards.	Involvement in Curricular Outreach Via Project STEP (Student/Teacher Educational Partnership). Project STEP is a curricular partnership program involving the Santa Ana Unified School District, Rancho Santiago Community College, Cal State Fullerton, and UC Irvine. Faculty Forums are provided under STEP for staff from all participating institutions. UCI-sponsored teacher institutes are open to applications from teachers in schools throughout the UCI service area. Under the SAA Five Year Plan, several departments and offices are specifically targetting EOP/SAA Partnership-identified schools.		•Enhanced instructional strategies practiced by the teachers involved in STEP activities, curricula review and needs assessment (IB Objective 8) •Increased inservice opportunities provided to teachers/counselors and orientation for incoming 9th graders (IB Objective 9) •Increased articulation between intermediate and senior high school curricula in specific subjects (IB Objective 10)	Yes Objectives 8 - 10 See the STEP Project report for CAPP component reports on progress in 6 - 12 grade math, science and english curriculum review. Also note progress in Instructional Guidance component to articulate comprehensive guidance services across intermediate and high school grades, and establishment of Summer Bridge programs.	Yes	The UC Office of the President has shown interest in systemwide replication of the STEP model.

Page 6

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SA IVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I B. Improved Academic Performance Via Curriculum Outreach				(see above)			
Objectives 1-10:							
1. English skills		1. Work with UCI Writing Project and "Critical Thinking/ Writing" component of the CAPP grant.			See the July 1985 STEP Project report for inservice participants from SAUSD schools in STEP Forums, inservice courses, and UCI institues.		
2. Mathematics skills		2. Work with the UCI California Mathematics Project and the "Math/Science Curriculum Review" component of CAPP					
3. Science skills		3. Work with the UCI Summer Science Institute and the NSF Science and Mathematics Mentor Teacher Project					
4. Foreign Language skills		4. See report on STEP Project/UCI Foreign Language Department Faculty Exchange Program, Spring 1984.					
5. Fine Arts skills		5. Plan 1985-86 STEP Project/ Artists in Training program.					
6. Social Studies skills		6. Work with teachers of reading-dependent courses in the CAPP "Critical Thinking/Reading" component.					
7. Computer Competency skills		7. Proposed STEP Forum for 1985-86.					
8-10. To promote curricular enhancement and articulation between junior and senior high schools		8-10. STEP Forums 1985: Math/Science -- March 6 English/Social Studies -- May 30					

Page 7
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (Grades 7-8) B. Improved Academic Performance (cont'd)							
Proposed Objective 11: To increase parent participation and involvement in their children's education	Establishment of "Parents in Partnership" programs at each targetted school: To inform parents about educational opportunities within public education To motivate parents to become aware of school curriculum and policy To motivate parents to participate at the school site and at the district level To strenghten communication and interaction between parents and their children	1. Scheduled parent meetings at each school site 2. Held two conferences at UCI for parents and UCI faculty to discuss issues 3. Designed workshops on topics requested by parents (eg. financial aid) 4. Organized parent receptions, social activities, field trips and fundraising events	Parents of Partnership students in targetted schools	Over time, the increased level of participation of parents in such activities and increased involvement in their own children's education will positively influence the students academic performance. Baseline data to be established on 1984-85 participation. Measures to be considered will include: a. Proportionate representation of parents for the targetted population b. Percentage of students who have completed a high school plan c. Percentage of students enrolled in appropriate A-F classes d. Percentage of students who maintain program standards	Yes Of 697 student participants in Junior High Partnership 260 students (37.3%) were represented by their parents in activities at each of the targetted schools.	Yes	

Page 8

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. JUNIOR HIGH OUTREACH (Grades 7-8) C. Enhanced Personal Development 1. Career and vocational training	To provide learning opportunities for students to enhance self-confidence and formation of academic and career goals	Junior High Partnership "Prep Talk" Curriculum					
	1a. To increase students' self awareness and knowledge of the world of work; To encourage students exploration and identification of career and educational options to link academic goals to the work world (see also values clarification)	1a. Conduct ACT Career Planning Program	1a. 8th graders in targetted schools	To date, 85 students have gone through this assessment. Feedback sessions were done in group format which prohibited individualized counseling on student needs, areas of improvement, and future plans.	Yes Further work with the ACT CPP materials will help staff acquire greater expertise in this area	Yes but must encourage more school site counselor involvement	
	1b. To expose junior and senior high young women to career opportunities in mathematics and science related fields	1b. Women in Science and Math Conference	Reserved for interested students who have actively participated in Prep Talks and are in good academic standing	Students were exposed to a number of positive role models.	Yes 90 Female students attended	Yes	

Page 9
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
2. Goal-setting and planning skills	To assist students development of peer-identification within college prep clubs that will help them to persist in their goals, as well as learn about UC program requirements and opportunities and good study habits.	2. "Prep Talk" units included the following:	2. Partnership student in after-school academic clu meetings	2. Participation has been consistent for some members, while others attend sporadically. The scheduling of specific activities (rewards) such as the Celebrate UCI program increases attendance. Service data will be analyzed in year-end report. (Nov '85)	Yes	Yes	
		2a. A-F subject requirements		2a. Students were tested on their retention of information in a game show format (Family Feud)			
		2b. Goal-setting: Teaching Self-Management		2b. Students identified daily goals, mid-range goals, career goals			
		2c. Time Management/ Effective Study Habit		2c. Students identified a study plan and rearranged their available time effectively.			
		2d. What Says Who Am I? -- Cultural Identity		2d. In a group setting, students shared their customs, beliefs favorite foods, etc.			
		2e. College systems/ University Social Lif		2e. Students learned the various options within postsecondary education			

Page 10

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
		2f. Course Planning		2f. Students studied various high school four-year plans and identified students on and off a college track plan.			
		2g. Leadership Development		2g. Assisted students in planning and organizing their Super Activity.			
		2h. Financial Aid		2h. Students were taught the types of funding available for college.			
3. Communication skills	These activities will provide opportunities for students to test their communication skills						
	3a. To improve student listening, thinking and communication skills. To introduce students to consensus building and team work. To allow students the opportunity to actively plan program activities for the year	3a. Academic Leadership Conference	Elected Partnership officers from both the 7th & 8th grade: a. President b. Vice Pres c. Treasurer d. Activities Director	3a. Students' program commitment was heightened. They became independent organizers at their particular schools. Program officers were not able to coordinate and implement many of the student identified activities due to time constraints and lack of funds.	Yes 43 selected students attended	Yes	

Page 11
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
	3b. To motivate students to retain basic information about university entrance requirements and educational opportunities and develop an attitude of enjoyment with the task of learning.	3b. Academic Tournament	8 selected participants from each school who go through an application process based on grades, participation and counselors recommendation.	Effective tool for closure in all of our units	Yes	Yes	
4. Values clarification skills	4a. To encourage students to identify with SAA role models who have persisted in postsecondary education and to expose students to all facets of the university.	4a. "Steps Toward Excellence" program during Celebrate UCI	Active participants	250 students were expected, but 350 participated. More staff support is needed in coordinating this event.	Yes	Yes	
	4b. To allow students a creative opportunity to express "What Partnership Means to Me"	4b. Partnership T-Shirt Contest	All program participants	200 students submitted ideas for Partnership logo. Winner received a $50 savings bond.	Yes	Yes	

Page 12
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
I. SENIOR HIGH (Freshman-Senior Year)	**SENIOR HIGH COUNSELING COMPONENT** **ACADEMIC ENRICHMENT PROGRAM (AEP)** **HIGH SCHOOL FOLLOW-UP COMPONENT**						
A. Increased Motivation to Obtain a Post-Secondary Education **(NOTE: Objectives will be measured in terms of increased participation in Senior High Outreach programs. Baseline data to be established Spring 1985.)** **Objectives are stated in terms of the number of students at each grade level who are enrolled and retained in college prep courses:** **1. Freshmen** **2. Sophomores** **3. Juniors** **4. Seniors**	Implementation of college preparatory programs at targetted school sites to increase the number of participants who enroll and persist in college prep courses of study	General functions of all three programs are presented below: 1. Negotiation of service agreements with targetted schools, implementing new selection criteria 2. Recruitment of student participants 3. Motivational activities to encourage participants to meet continuation criteria 4. Implementation of Academic Advising Progress Monitoring	(Rosters of targetted schools for each Senior High Outreach component are attached.) Selection Criteria embrace a range of student performance levels considered to be college prep standards.	Implementation of higher standards for program participation is expected to align the Senior High Outreach programs with UC Office of the President guidelines and with school site college preparatory programs, which will facilitate the integration of Partnership efforts with the school site curriculum for college prep students next year. 1984-85 has been a transition year involving recruitment of new students to meet standards and provision of exit referrals for other students previously enrolled.	Yes Transcripts of all SAA students in targetted schools were screened to identify eligible students. Data from this process will be used to establish baselines for Goals II A and B.	Yes	

ETHNIC BREAKDOWN	SENIOR HIGH	AEP
SAA students	78.1%	81.8%
Non-SAA/low-income	21.9%	18.1%

FULL SERVICE STUDENTS	SENIOR HIGH	AEP
1. Freshmen participants	153	17
2. Sophomores	132	66
3. Juniors	96	34
4. Senior Follow up	140	10

Page 13
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA TIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH B. Improved Academic Performance 1. To assist students in achievement of academic skills	To develop a series of workshops to provide students learning opportunities which address student preparation needs.	Development of the Partnership Curriculum		The Partnership Curriculum is being designed as units that can be presented to various groups of students, parents, and schools counselors/ teachers: • during assemblies at schools which receive informational service only (vs. full service) • during class by teacher invitation • as part of the high school planning course • to groups of Partnership students and parents Program Officers in each component have developed lessons and workshops presented to groups of Partnership students after-school or during lunch.	Yes Initial development of units in Junior High "Prep-Talks," Senior High, AEP, and Partnership Follow up workshops	Yes	

Page 14
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT ET FOR 1984/85 SAA A ITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH (continued) B. Improved Academic Performance							
2. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success	To encourage school-site sponsorship of peer tutoring programs, delivery of instructional guidance units across all grades, orientation of incoming freshmen to the high school programs, and college advisement services to seniors.	See the July 1985 STEP Project component reports on Tutorial Services, Instructional Guidance, and Summer Bridge Programs.					
	2a. To develop a tutorial services model designed to stress consistency of service availability over entire academic year	2a. STEP Project Tutorial Services component under the CAPP grant	Math teachers recommend students as peer tutors. High school students in algebra or pre-algebra can utilize the services.	This new component has established a good reputation in its first few months. Math teachers are enthusiastic about the peer-tutoring model, and counselors are pleased to see the peer tutors paid for services. Strategies to encourage greater utilization of the services by all groups of students will need to be developed and implemented next Fall.	Yes	Yes	

Page 15

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH (continued) B. Improved Academic Performance	2b. To support high schools in developing and implementing an orientation program for incoming 9th grade students; and in maintaining such support services for students who identify as college prep, throughout their high school years	2b. Instructional Guidance component of STEP Project		2. In Summer 1984, Summer Bridge Programs were initiated in Santa Ana and Saddleback high schools. "PREP" and "STEP" programs for students who self-identified as college prep students were conducted at these schools with mentor teacher/counselor support. Re-alignment of EOP/SAA Partnership efforts to maintain a mutual support relationship with these programs will be complete by Summer 1985, and efforts to begin a similar initiative at Valley will be a priority.	Yes for SAUSD	Yes Under the STEP Project with funding support from the College Board Project EQuality. Five-day programs at all three high schools will include incoming 9th graders, their parents, counselors, and subject teachers in a series of workshops designed to provide orientation.	

Page 16
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH **B. Improved Academic Performance (continued)**							
Proposed Objective							
3. To increase parent participation and involvement in their children's education.	See IB #11						
IIC Increased number of SAA Students who are regularly Admissible to UC.	See IB Improved Academic Performance Via Curricular Outreach for Objectives 1-9.						
Objective 9 **To work with schools in preparing students to take college entrance exams.**		SAT workshops			Yes Initial efforts were good.	Yes	

Page 17

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH (continued)	**ACADEMIC ENRICHMENT PROGRAM**						
		Specific activities of the Academic Enrichment Program (AEP) are presented below.					
A. Increased Motivation	**Establishment of AEP as an honors program at targetted schools to provide vehicle for presenting study skills, opportunities for student involvement in program leadership and activities direction, and exposure to cultural, scientific, and community educational activities events.**	**AEP STUDENT CORES:** Organized school-site academic clubs	AEP eligible students	A small group of students from each target school became involved with the activities of the program. AEP Student Cores provided excellent activities which captured the interest of the student. Field trips were taken to UCLA, USC, Pepperdine, Cal State Long Beach and UCI, as well as to the Getty Museum, the National History Museum, the Museum of science and Industry, and the Griffith Park Observatory. Cores also attended two plays, L.A. Reunion at Factwino, and participated in the Women in Science at Mathematics Conference. Many students know little about cultural and scientific activities, and a good portion of time must be spent preparing the student to interpret the significance of what they see and do on their trips.	Yes	Yes	

Page 18
Unit EOP/SAA
Date August 14, 1985

ASSESSMENT S FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH (continued)	ACADEMIC ENRICHMENT PROGRAM Specific Activities (cont'd.)						
B. Improved Academic Performance	To present intensive university exposure to talented high school students.	AEP SATURDAY COLLEGE					
1. Assist student achievement of academic skills	1a. To assist students in developing their writing skills	1a. Writing Component		1a. Students were able to utilize the techniques introduced by the UCI Writing Project.	Yes	Yes	*Assisted by teacher trained by the UCI Writing Project
	1b. To expose students to areas within their academic field of interest.	1b. Academic Major components		1b. Students received a variety of workshops in topics related to their academic interests. Faculty involvement greatly assisted the program in conveying the reality of topics in each major. Involvement also allowed access to university facilities.	Yes	Yes	
	1c. To expose students to cultural topics to create cultural understanding	1c. Cultural Hour		1c. Students became involved in discussions amongst themselves and guest speakers. A critical element was the amount of time allocated toward the activity. It did not always fully allow for completed discussions on the topic.	Yes	Yes	

Page 21

Unit EOP/SAA

Date August 14, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

UCI SAA Goals	Program Objectives	Program Activities	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 85/86?	Is This Activity Worthy of Campus-Wide Replication?
II. SENIOR HIGH OUTREACH (continued)		HIGH SCHOOLS FOLLOW UP COMPONENT Specific Activities:					
D. Increased number of SAA Students Who Apply and Enroll in UC or Other Institutions of Higher Education	To increase the number of Early Outreach graduates who apply to and enroll in UC and other institutions of higher education.	1. Individualized academic counseling 2. Survey of post-secondary intentions/career goals 3. SAT workshops 4. Application workshops 5. Admissions follow up 6. Financial Aid 7. Housing 8. Introduction to college life/learning skills workshops 9. Field Trips (tours to UCI and Senior Day)	"Graduates" of the Early Outreach programs (seniors in targetted schools)	In 1984-85, 102 participants applied to a four-year institution of higher education, compared to 92 participants in 1983-84 who applied to at least one institution of post-secondary education.	Yes	Yes	

SAA PROGRAM ACTIVITIES

UCI SAA GOAL/OBJECTIVE	PROGRAM OBJECTIVES	PROGRAM ACTIVITIES	PROGRAM PARTICIPANTS	EXPECTED OUTCOMES	PROGRESS REPORT
I. JUNIOR HIGH OUTREACH (Grade 7-8) B. Improved Academic Performance	Establishment of "Parents in Partnership" programs at each targetted school.				Baseline data established Spring 1985;
Proposed Objective 11: To increase parent participation and involvement in their children's education.	1. To inform parents about educational opportunities within public education	1. Conferences 2. Workshops 3. Parent meetings	Parents of Partnership students in targetted schools	Increased level of participation of parents and their involvement in their children's education through the activities sponsored by the Partnership Program will improve the academic performance of students over a period of time. •Representation by parents will proportionally reflect the population targetted. •Students will have a high school plan •Students will enroll in a vigorous program of study •Students will maintain program standards (2.0 to enter program must obtain 2.5 to continue)	*Of 483 participants in the prep-talk, 162 students were represented by their parents (33.5%) in the Santa Ana District. Of 697 participants in the prep-talks, 260 students were represented by their parents on the different activities on all targetted schools. (37.3%)
II. SENIOR HIGH OUTREACH B. Improved Academic Performance	2. To motivate parents to become aware of school curriculum and policy	1. Parent meetings at each school site 2. Workshops			
Proposed Objective 3: To increase parent participation and involvement in their children's education.	3. To motivate parents to participate at the school site and at the district level	1. Workshops 2. Parent meetings at each school site			
	4. To strengthen communication and interaction between parents and their children	1. Parent reception 2. Social activities 3. Field trips 4. Fundraising activities 5. Workshops 6. Conferences 7. Parent meetings			

Page 1
Unit: EOP/SAA
Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
I. JUNIOR HIGH OUTREACH (Grades 7-8)	JUNIOR HIGH PARTNERSHIP PROGRAM		School-site programs	12 School sites			
A. Increased Motivation to obtain a Post-Secondary Education. NOTE: Baseline data established using impact on Spring 1985 participants. Objectives measured in terms of increased participation in the Junior High Partnership Program of students meeting standards and continuation criteria.	Establishment of Junior High Partnership School Site Academic Organizations. General: and challenge students identified with their peers to enroll in a rigorous course of study. Specific: To increase the number of SAA 9th grade students enrolled in at least one college prep level course in accordance with their personal 4-year academic plan		1. Negotiation of service agreements and refinement of selection criteria, based on 1984-85 student performance profile	SAA students with min GPA 2.0 and enrollment potential in college prep classes	Once at start of new school year and once during year to review progress	Formal service agreements with school-site administrators Enrollment targets: 85% SAA students 15% low income 60% GPA 3.0 + 40% GPA 2.0-2.9 Current enrollment/ in college prep/ courses (or the potential to enroll)	Service Agre ments on fil year-end prog participants performance profile

Page 2

Unit: EOP/SAA

Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH	(for specific activities)		School-site programs continued				
A. Increased Motivation (continued)			2. Recruitment of students:		Fall quarter effort	Enrollment and documentation on full service students completed by December16 to enable coding of students for academic progress monitoring	Participant roster
	2a. To inform prospective student participants about the program		a. Orientation Assemblies				
	2b. To motivate students toward aspiring higher education through use of displays, University student role models, partners pledge, raffles, career dress, Mr. T.		b. Pre-Enrollment Ceremonies				

Page 3

Unit: EOP/SAA

Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH	(for specific activities)		School-site programs (continued)				
A. Increased Motivation (continued)	To encourage students to meet the Partnership selection and continuation criteria		3. Motivational Activities:				
	3a. Official enrollment into the Partnership Program		3a. Enrollment ceremony	students invited (selected) to join the program	Once in Fall at each school	3a. Target 50 students per grad per school to enroll initially	
	3b. To expose participants to different academic disciplines, opportunities at UCI		3b. Enrichment Activity - eg. Fine Arts "Artists in Training" field project*			3b. Positive experience for bot students and parents	
	3c. To motivate and increase student participation; to involve students in the decision-making process of planning and implementing their fundraising activity; to enhance students' self-confidence and encourage them to act independantly.		3c. Partnership Raffle Super Activity	Active participants in the program	Once in Spring		

*NOTE: Opportunities for students to see the work of UCI faculty and students and talk with them are appreciated. Help with coordination and tranportation is sought.

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH			School-site program (continued)				
A. Increased Motivation (continued)	To help students measure their progress toward goals; To assist in documenting program progress and in refining process of early identification of potential UC eligible students.		4. Implementation of Junior High Student Academic Process Monitoring:		-	The process will enhance both student and program accountability to goals. Agreements will facilitate the process; possible computer support from additional districts(eg. Long Beach Unified)	Summary of profile repc after recorc analysis eac semester
			4a. Establish data collection agreement with school sites/ districts		at start of school year		
			4b. Collect student information forms and parent's release statement for access to student academic records.		Fall quarter		
			4c. Obtain/analyze semester grade reports		twice per academic year, early Spring & Fall		
			4c(1) For full service students, send letters after semester ends regarding their academic status and membership status in Partnership Program.				
			4c(2) For full service schools, prepare summary profile of student performance and share with school-site administrators				

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
I. JUNIOR HIGH OUTREACH (Grades 7-8)	Robin Casselman/STEP Project Implementation Committee						
B. Improved Academic Performance Via Curricular Outreach NOTE: Objectives 1 through 7 have been interpreted broadly to include curricular outreach to teachers	To provide teachers, counselors, and school administrators with forums and other inservice opportunities to review curricular and devise instructional strategies for use with the new SDE Model Curriculum Standards. Project STEP is a collaborative program involving the Santa Ana Unified School District, Rancho Santiago Community College, Cal State Fullerton, and UC Irvine. Faculty Forums are provided under STEP for staff from all participating institutions.		Involvement in Curricular Outreach Via Project STEP (Student/Teacher Educational Partnership). See attached exerpt from July report on 1985-86 STEP Project plans.	SAUSD schools		Enhanced instructional strategies practiced by the teachers involved in STEP activities; curricula review and needs assessment (IB Objectives 8) Increased inservice programs provided to teachers and counselors and orientation for incoming 9th graders (IB Objective 9)	Six month progress reports (January and July)
	UCI-sponsored teacher institutes are open to applications from teachers in schools throughout the UCI service area. Under the SAA Five Year Plan, several departments and offices are specifically targetting EOP/SAA Partnership-identified schools.					Increased articulation between intermediate and senior high sc curricula in specific subjects (IB Objective 10)	

* STEP report attachment
pp. 99-101

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurem of Outcome
IB. Improved Academic Performance Via Curricular Outeach	See Above					See Above	Six month progress reports
Objectives 1-10:							
1. English			1. Work with UCI Writing Project and "Critical Thinking/ Writing" component of the CAPP grant.				
2. Mathematics			2. Work with the UCI California Mathematics Project and the "Math/Science Curriculum Review" component fo CAPP(				
3. Science			3. Work with the UCI Summer Science Institute and the NSF Science and Mathematics Mentor Teacher Project.				
4. Foreign/ Language			4. Survey participants in STEP Project/UCI Foreign Language Department Faculty Exchange Program, Spring 1984, for current needs assessment.				
5. Fine Arts			5. Plan 1985-86 Project/Artists in Training Program.				
6. Social Studies			6. Work with teachers of reading-dependent courses in the CAPP "Critical Thinking/Reading" component.				

Page 7
Unit: EOP/SAA
Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurem of Outcome
7. Computer Competency		7. Proposed STEP Forum for 1985-86.					
8-10. To promote curricular enhancement and articulation between junior and senior high schools		8-10. Proposed STEP Forums 1985-86: Instructional Guidance Computer Science Critical Thinking/Reading					

1985-86 STEP PROJECT COMPONENT PLANS AND BUDGET UPDATE

What follows are specific component plans extracted from the individual component reports:

Critical Thinking/Reading

- Fall 1985 "Improving Critical Thinking/Reading Skills" 10-week inservice course directed to secondary level teachers of reading dependent classes.

- Spring 1985 Curriculum Development Team Six teachers, two from each high school, to write practical lesson plans for dissemination at STEP Forum in May for teachers of reading-dependent courses.

Critical Thinking/Writing

- Summer 1985 Curriculum Development Team Six teachers, two from each high school, to write two-semester pilot course for ninth grade students based on the UCI Writing Project Thinking/Writing Model.

- Fall 1985 Implement first semester of pilot course. Pre-test students in course and comparable control course.

- Fall 1985 "Fostering Critical Thinking Skills Through Writing" 10 week inservice course (same course offered Spring 1985).

- Fall-Spring 1985 Advanced course for participants in original inservice course and the six teachers involved in the pilot course.

- Spring 1986 Implement second semester of pilot course. Post test students in course and comparable control course.

Mathematics Component

- Fall 1985 Curriculum Review Committee To analyze the SAUSD 6-12 math curriculum in light of new California Mathematics Framework and Model Curriculum Standards and develop a concept specific matrix for math education in the district.

- Spring 1986 SAUSD Math Curriculum Development Committee To complete re-writing of the math curriculum (schedule for curriculum development in the SAUSD has been changed from English in 1985-86 to Mathematics).

- February or March 1986 College Board National Forum Hosted by the STEP Project, focus on Mathematics.

Science Component

- Fall 1985 STEP Council to address need for science inservice program for implementation of new 6-12 science curriculum. Possible focus of STEP Forum component in 1985-86.

Faculty Forums

- September 1985 STEP Council decision on various proposals for subjects of Forum activities.

- October 1985 Instructional Guidance Inservice for counselors from intermediate and high school levels and teachers of the tenth grade High School Planning course regarding instructional materials developed Summer 1985 (re-scheduled from June 1985 to incorporate work produced over summer).

- May 1985 Reading component to present Forum using materials developed in Fall and Spring inservice courses.

Tutorial Component

- Summer 1985 Introduction to Tutorial Services for participants in Summer Bridge programs.

- Fall 1985 Early implementation of tutor training, presentations to math teachers, and tutorial services, including study group sessions.

Instructional Guidance

- Summer 1985 Development of Instructional Materials for comprehensive guidance services 8th and 9th grade curriculum and High School Planning course.

- Fall 1985 Inservice for counselors and teachers and implementation of guidance units, with assistance from UCI EOP/SAA--Outreach staff.

- 1985-86 School-site College Preparatory Programs aligned with UCI Partnerhsip Program in mutual efforts to motivate students' higher academic aspirations. Mentor teachers and student advisors provided inservice regarding instructional materials developed and collected in Summer project.

Student Progress Monitoring

- Fall 1985 Implementation of academic progress monitoring system for students identified in 8th grade Partnership program, 1984-85 school-site college prep support programs, and Summer Bridge. UCI EOP/SAA staff will monitor progress of students for whom record release provisions are obtained from parents.

- Spring 1985 Individualized student progress reports in terms of student academic plans/appropriate course enrollment will be sent to identified STEP Project participants, based on Fall semester grades, (to include a pilot group of Rancho Santiago Community College students who are graduates of the SAUSD).

Parents in Partnership/Summer Bridge

- Summer 1985 Summer Bridge Programs at all three high schools will provide opportunities for parents to be introduced to school site staff.

- Fall-Spring Activities planned to include parents, such as the UCI EOP/SAA-Outreach Office/Department of Fine Arts collaboration to provide performances at the schools.

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcome
I. JUNIOR HIGH OUTREACH		Elizabeth Rodriguez	Parents in Partnership Program Activities				
B. Improved Academic Performance (cont'd) Objective 11: To increase parent participation and involvement in their children's education	Establishment of "Parents in Partnership" programs at each targetted school: To inform parents about educational opportunities within public education To motivate parents to become aware of school curriculum and policy To motivate parents to participate at the shool site and at the district level To strenghten communication and interaction between parents and their children		1. Parent Receptions--Group sessions specific to school sites providing specific information on: history of the Educational Opportunity Program/ Student Affirmative Action Program, the Early Outreach Partnership Program, service group and selection criteria. 2. Parent Meetings--A group of parents of students in Partnership meet together in sessions which provide information about student academic program planning, college opportunities and career choices. Meetings will be held at convenient after-work hours at the school site.	Parents of program students	2 hours once a year 2 hours once a quarter	Over time, the increased level of participation of parents in such activities and increased involvement in their own children's education will positively influence the students' academic performance. Baseline data to be established on 1984-85 participation. Measures to be considered will include: a. Proportionate representation of parents for the targetted population b. Percentage of students who have	Service dat report; prc report of subset of students ir Partnershi who are representec by their parents' involvement in the program, ir terms of: ethnic back round, GPA & course enrollment, completion 4-year higt school plar

Page 9

Unit: EOP/SAA

Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
			Parents in Partnership Program Activities (cont'd)				
			3. Workshops--Group sessions providing specific information regarding Financial Aid, Parent Involvement and the Schools, A-F pattern, Ways to help children learn, Higher Education, etc.		2 hours once a month	completed a high school plan c. Percentage of students enrolled in appropriate A-F classes d. Percentage of students who maintain program standards	
			4. Conferences--Group sessions providing information on general topics regarding History of Education in Santa Ana, Education and Responsibility.		2 hours once a quarter		
			5. Fundraising--Activities geared to raise money for Parent/ Student activities (raffles, food sale, private contributions).		Once a quarter		

Page 10
Unit: EOP/SAA
Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurem of Outcome
			Parents in Partnership Program Activities (cont'd)				
			6. Social Activities--Activities designed to help parents interact and to build relationships among them (potlucks, field trips, picnics)		2-4 hours once a quarter		
			7. Field Trips--activities designed to promote motivational experiences (museum, univiersities, cultural events)		½ a day once a quarter		

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcome
1. JUNIOR HIGH OUTREACH (Grades7-8)	Provide learning opportunities for students to enhance self-confidence and formation of academic and career goals		Junior High Partnership "Prep Talk" Curriculum Adisa Anderson Marsheila De Van				
C. Enhanced Personal Development							
1. Career/ vocational training	1a. To increase students' self awareness and knowledge of the world of work; To encourage students exploration and identification of career and educational options to link academic goals to the work world (see also values clarification)		1a. Conduct ACT Career Planning Program	1a. 8th graders in targetted schools	Spring 1986	Students will be assessed and receive individual feedback reports summarizing their interest, experience and skills in relation to aptitude for various careers.	Summary report on profile of students i terms of Career interests, e
	1b. To expose junior and senior high young women to career opportunities in mathematics and science related fields		1b. Women in Science and Math Conference	1b. Reserved for interested students who have participated in Prep Talks and are in good academic standing	Once	Students will be exposed to a number of positive role models and begin to identify goals for themselves in related careers.	Pre and Po survey of participan

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcom
I. JUNIOR HIGH OUTREACH							
C. Personal Development (cont'd)							
2. Goal-setting and planning skills	To assist students' development of peer-identification within college prep clubs that will help them to persist in their goals, as well as learn about UC program requirements and opportunities and good study habits.	Adisa Anderson	2a. "Prep-Talk" units of Partnership curriculum	Program students in after school sessions	January through June 1986	8th grade students will prepare and submit a 4-year high school plan	Number of high school plans on f
		Marsheila DeVan	2b. Transition services for Partnership 8th graders during Spring registration for 9th grade		Spring 1986	More SAA students will be appropriately placed in college prep classes	Analysis student cl schedules in Fall 19

Page 13
Unit: EOP/SAA
Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurem of Outcom
	2c. To increase student awareness of high school subject requirements for college preparation		2c. Informational assemblies, classroom presentations of "Goal Setting" unit developed by Adisa Anderson in collaboration with STEP Project "Instructional Guidance" materials development project in June 1985	8th graders in SAUSD U.S History classes; other intermediate schools targetted for informational level services		Assurance that 8th graders have received necessary information	Count students contacted Obtain student directory informati from scho served.

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
I. JUNIOR HIGH OUTREACH C. Personal Development (cont'd) 3. Communication skill	These activities will provide opportunities for student to test their communication skills						
	3a. To improve listening, thinking and communication skills. To introduce students to concensus building and team work. To allow students the opportunity to actively plan program activities for the year.		3a. Academic Leadership Conference	Elected Partnership officers from both the 7th & 8th grade: a. President b. Vice President c. Treasurer	Winter Quarter		

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcome
I. JUNIOR HIGH OUTREACH							
C. Personal Development (cont'd)							
3. Communication skills	3b. To motivate students to retain basic information about university entrance requirements and educational opportunities and develop an attitude of enjoyment with the task of learning		3b. Academic Tournament	8 selected participants from each school who go through an application process based on grades, participation and counselor recommendation.	Spring Quarter		

Page 16
Unit: EOP/SAA
Date: Aug. 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measures of Outcome
I. JUNIOR HIGH OUTREACH	3c. To engage program students in writing and reading scripts		3c. Partnership Radio Show		Spring 1986		
4. Values clarification skills	4a. To encourage students to identify with SAA role models who have persisted in postsecondary education and to expose students to all facets of the university.		4a. "Steps Toward Excellence" program during Celebrate UCI	active participants			
	4b. To allow students a creative opportunity to express "What Partnership Means to Me"		4b. Partnership/ T-Shirt Contest	All program participants			

Page 1/

Unit: EOP/SAA

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurem of Outcome
II. SENIOR HIGH OUTREACH	SENIOR HIGH PARTNERSHIP PROGRAM Imelda Hermosillo ACADEMIC ENRICHMENT PROGRAM Marco Banda HIGH SCHOOL FOLLOW UP COMPONENT Betty Watanabe						
A. Increased Motivation to obtain a post-secondary education	Implementation of college preparatory academic support programs to increase the number of participants who enroll and persist in college prep courses of study General functions of all three programs are presented below:					Objectives will be measured in terms of increase participation in Senior High Outreach programs and the number of students at each grade level who are enrolle and retained in college prep courses: 1. Freshmen 2. Sophomores 3. Juniors 4. Seniors Baseline data established Spring 1985.	
	1. Identification of targetted schools and level of service delivery based on criteria of 1) ethnic population; 2) distance from UCI; 3) available school site resources for completing UC eligibility requriements.				September	Roster of targetted schools with level of service delivery by SAO II by October 1.	
	2. Negotiation of service agreements with targetted schools implementing new selection criteria, which embrace a range of student performance levels considered to be college prep standards. Summary profiles of student participants' ethnicity and academic performance will be				September-October	Formal agreements on file. Senior High Counseling wil inclu a number of students who may not be UC eligible from high school, but should be "14th grade"	

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
II. SENIOR HIGH OUTREACH A. Increased Motivation (continued)	2. (Cont'd) shared with school-site administrators as a progress report and means for refinement of identification procedures.					2. (Cont'd) UC eligible community college transfer student candidates; AEP is defined as an honors program, with more rigorous partic pation standards; High School Follow-Up includes students from both programs who "graduate" into their senior ye of high school, and require Immediate Outreach program servi regarding college admissions procedures, academic programs, housing, and financial aid.	
	3. Recruitment of student participants; continuation of previous participants who meet criteria.				September-November	Establishment of full service participant roster by December 16, 1985	Year-end Impact data rep
	4. Motivational activities to encourage participants to meet continuation criteria				October - November		
	5. Implementation of academic advising, progress monitoring and establishment of full service participant pool.				December	Enrollment targets: 85% SAA 15% low income GPA levels in A-F courses: 2.5 Senior High 3.0 AEP Appropriate progress in A-F course completion	

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outco
II. SENIOR HIGH OUTREACH B. Improved Academic Performance 1. To assist students in achievement of academic skills	To develop a series of workshops to provide students learning opportunities which address student preparation needs.	Student Affairs Officer: Adisa Anderson Marco Banda Imelda Hermosillo (SAO II's) Marsheila DeVan Elizabeth Rodriguez Betty Watanabe plus a new casual employee for SH (SAO I's)	Development and implementation Partnership Curriculum Units will include the following subject matter: • social and cultural awareness • attitude and values clarification • goal setting and time management • school and the world of work • academic and career planning • learning skills • study skills • library and research skills • college admissions requirements		Throughout year	Program officers in each component will develop lessons and workshops that can be presented to various groups of students, parents, and school counselors/teachers: • during assemblies at schools which receive informational service only (vs. full service) • during class by teacher/district invitation • as part of the high school planning course • to groups of Partnership student and parents	A draft of the Partnersh Curriculum comprised such units will be completed July 1986.

Page: 20
Unit: EOP/SAA
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
II. SENIOR HIGH OUTREACH							
B. Improved Academic Performance 2. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success	To encourage school-site sponsorship of peer tutoring programs, delivery of instructional guidance units across all grades, orientation of incoming freshmen to the high school programs, and college advisement services.		See the 1985-86 STEP Project plans on Tutorial Services, Instructional Guidance, and Summer Bridge Programs. (Attached to section IB of this report.)				
	2a. To continue development of a collaborative tutorial services model involving secondary and postsecondary students and staff.	UCI Administrative Intern Debbie Clabber to assist Imelda Hermosillo	2a. STEP Project Tutorial Services component the CAPP grant	College prep math students			

Page 21

Unit: EOP/SAA

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measureme of Outcomes
	2b. To support high schools in developing and implementing an orientation program for incoming 9th grade students; and in maintaining such support services for students who identify as college prep, throughout their high school years	Imelda Hermosillo	2b. Instructional Guidance component of STEP Project and Senior High Partnership			Alignment of Early Outreach efforts with SAUSD college prep programs; initiation of similar efforts at Long Beach Poly and other targetted high schools.	

Page 22
Unit: EOP/SAA
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurem of Outcome
II. SENIOR HIGH OUTREACH		Elizabeth Rodriguez	Parents in Partnership Program Activities				
B. Improved Academic Performance Proposed Objective 3: To increase parent participation and involvement in their children's education	Establishment of "Parents in Partnership" programs at each targetted school: To inform parents about educational opportunities within public education To motivate parents to become aware of school curriculum and policy To motivate parents to participate at the school site and at the district level To strenghten communication and interaction between parents and their children		1. Parent Receptions -- Group sessions specific to school sites providing specific information on: history of the Educational Opportunity Program/ Student Affirmative Actio Program, the Early Outreach Partnership Program, service group and selection criteria.	Parents of program students	2 hours once a year	Over time, the increased level of participation of parents in such activities and increased involvement in their own children's educatio will positively influence the students' academic performance.	Service dat report; pro file report subset of students in Partnership who are represented by their parents' involvement in the program, in terms of: ethnic background, GPA & course enrollment, completion c 4-year high school plan.
			2. Parent Meetings -- A group of parents of students in Partnership meet together in sessions which provide information about student academic program planning, college opportunities and career choices. Meetings will be held at convenient after-work hours at the school site.		2 hours once a quarter	Baseline data to be established on 1984-85 participation. Measures to be considered will include: a. Proportionate representation of parents for the targetted populatio b. Percentage of student who have	

Page 23
Unit: EOP/SAA
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measu of Outco
			Parents in Partnership Program Activities (cont'd)				
			3. Workshops--Group sessions providing specific information regarding Financial Aid, Parent Involvement and the Schools, A-F pattern Ways to help children learn, Higher Education, etc.		2 hours once a month	completed a high school plan c. Percentage of students enrolled in appropriate A-F classes d. Percentage of students who maintain program standards	
			4. Conferences--Group sessions providing information on general topics regarding History of Education in Santa Ana, Education and Responsibility.		2 hours once a quarter		
			5. Fundraising--Activities geared to raise money for Parent/ Student activities (raffles, food sale, private contributions).		Once a quarter		

Page 24
Unit: EOP/SAA
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Meas Out
			Parents in Partnership Program Activities (cont'd)				
			6. Social Activities--Activities designed to help parents interact and to build relationships among them (potlucks, field trips, picnics)		2-4 hours once a quarter		
			7. Field Trips--activities designed to promote motivational experiences (museum, univiersities, cultural events)		½ a day once a quarter		

Page 25
Unit: EOP/SAA
Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
II. SENIOR HIGH OUTREACH							
C. Increased Number of Regularly Admissible Underrepresented Students	See IB Improved Academic Performance Via Curricular Outreach for Objectives 1-8.						
9. Preparation for College Entrance Examinations		Imelda Hermosillo Marco Banda Betty Watanabe	PSAT/SAT, and ACT preparation workshops			Increased percentage of participants in Early Outreach program will take various exams necessary for UC eligibility.	Senior cla profile

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
II. HIGH SCHOOL OUTREACH							
D. Increased Number of SAA Students Who Apply to and Enroll in UC and Other Institutions of Higher Education.	D. To increase the number of Early Outreach graduates who apply to and enroll in the UC and other institutions of higher education	Betty Watanabe	1) Academic counseling/ letter regarding eligibility status, course requirements in senior year or at community college to make up any deficiencies.	Early Outreach Juniors and Seniors	1)Once each year, e.g. Fall 1985 Seniors Spring 1985 Juniors	1) Student will enroll in appropriate classes and prepare realistic plans.	1) Status report on juniors an analysis o course enrollment i senior yea
			2) Survey post-secondary intentions and career goals		2) Same as above	2) Same as above	2) Survey results
			3) SAT/ACT preparation workshops		3) To be determined	3) The number of E.O graduates who take college entrance exams will increase	3) Collecti of scores Fall semest transcript
			4) Application Workshops	Early Outreach Seniors	4) 2 times per school in Fall, 1 hour	4) Each E.O. graduate will complete a U.C. application and submit it in November.	4) Count application
			5) Housing Follow-up	Early Outreach Seniors	5) As necessary	5) The number of E.O. graduates who complete and submit a SAAC will increase	5) Count application
			6) Financial Aid Workshops	Students and Parents	6)1-2 times per school in winter, 1 hour	6) The number of E.O graduates who submit housing application will increase	6) Count application

Page 27

Unit: EOP/SAA

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
			7) Learning skills workshops	Early Outreach Juniors and Seniors	7) to be determine	7) E.O. graduates will build skills needed for success at a four-year institution of higher education.	
			8) College life	Juniors and Seniors	8) Senior Day and Celebrate UCI Open House	8) E.O. juniors and seniors will be exposed to college life - university setting as well as college students	
			9) Senior applicants reception at UCI	Seniors	9) Once a year	9) Same as above	

Page 28

Unit: EOP/SAA

Date: August 14, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measure of Outcom
II. High School Outreach D. Objectives 1-5 and III. California Community Colleges Outreach Goals A-E			See attached report on 1984-85 Immediate Outreach Activities • Outreach Visitations: High Schools Community Colleges • Campus Tours • Summer Residential Programs • Special Outreach Projects • Internal Campus Coordination/ EOP/SAA Application Follow Up • Special Follow Up Projects • EOP Special Action Admissions Process • Intersegmental Activities • Professional Conferences				

EOP/SAA--OUTREACH

IMMEDIATE OUTREACH

330

Chart #1

Page 1

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Repification?
H.S. Visitations IIA	To provide motivational, procedural advise for high school students to encourage their academic pursuits in college-prep courses and assist them in applying for admission to college.	Low-income and underrepresented students.	166 visits, 5500 students contacted (est.)	Yes	Yes	Yes
Community College Visitations IIIA-E	To provide motivational presentations and procedural advise for community college students in order to facilitate their eventual transfer	Low-income and underrepresented students.	Community college visits, 48 visits, 850 students contacted (ets.)	Yes	Yes	Yes
Partners Follow Up Visitations IID	Follow-up the senior class participants	Partners seniors	103 students contacted and surveyed	Yes	Yes	N/A
Campus Tours IIA, IIIA	To expose students to the University environment and orient them to UCI's campus, faculty and programs.	Low-income and underrepresented ethnic students	20 campus tour groups 650 (est. visitors)	Yes	Yes	Yes

art #1

Page 2

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Summer Residential Programs	IIA, IIC, IID, IIIA-E	Low-income and underrepresented ethnic minority students.	To offer students a college residential experience while providing them with information preparation for college, admissions and retention/persistence in college.	Yes	Yes	Several Campus units are involved every year
Peer Counseling and Academic Training Symposium	IIA, IIC, IID, IIIA-E	Low-income and underrepresented ethnic minority students.	To train high school students to assist their counselors in providing college advisement in selected schools. Forty eight students participated. Thirty students attended the January 85 reunion. Nearly all senior participants are enrolling in colleges or universities in fall 1985.	Yes	Yes	Several campus units are involved every year
Migrant Mentor Program	IIA, IIC, IID, IIIA-E	Low-income migrant students in Orange and San Diego counties	To train migrant high school students to assist migrant education professional staff in broadening the educational aspirations of migrant students. Funding provided by California State Department of Education Migrant Education Region IX.	Yes	Yes	Yes

art #1

Page 3

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Knowledge and Social Responsibility (KSR)	To help youth comprehend the critical issues affecting society through disciplines in the humanities (i.e., history, literature, philosophy and the arts.)	Orange county high school students.	45 students participated. Funding was provided by the National Conference of Christians and Jews, (NCCJ) Orange County Chapter.	Yes	Yes	Yes
Chicano/Latino Youth Leadership Conference.	To expose Chicano/Latino youth to state government, the legislative process, leadership training & cultural awareness.	California Chicano/Latino high school jrs. & srs.	Immediate Outreach Coordinator Lopez was selected as a program facilitator. All program staff serve voluntarily. IO Coordinator represented UCI at program college fair. IO Coordinator is also Orange County Area Committee Chair. 124 Chicano/Latino students were in attendance.	Yes	Yes	Yes
Special Outreach Projects	IIA, IID		To focus on specific populations for outreach.			
American Indian Recruitment Participation in American Indian College Motivation Programs (CMP's)	IIA, IID	American Indian Students	Participated in UCI & UCSD's CMP's.	Yes	Yes	Yes

art #1

Page 4

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Title IV Directors Mtg.	IIA, IID	Title IV Directors in Southern California	Provide information about university to the American Indian community and make contacts for future outreach activity.	Yes	Yes	Yes
American Indians in California Higher Education 1985 Conference	IIA, IID	American Indian Community	Provide information about university to the American Indian community and make contacts for future outreach activity.	Yes	No	Yes
Northern Calif. American Indian Outreach Project.	IIA, IID	EOP/S and Title IV Directors & American Indian students.	Provide information about university to the American Indian community and make contacts for future outreach activity.	Yes	Yes	N/A
Southern Calif. Indian Council-Albejas Reservation Visitation	IIA, IID	American Indian students interested in the Health Sciences.	Provide information about university to the American Indian community and make contacts for future outreach activity.	Yes	Yes	Yes, the school of Biological Science specifically.
Compton School District	IIA, IIB Enhance outreach activities in Compton schools.	High school students in district.	Growing cooperation of district personnel. Spring 85 tour of 50 students.	Yes	Yes	Yes

rt #1

Page 5

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Bell Gardens Parent Group	Assist parents in Intermediate school to understand preparation for university study that their children should undertake	Parents at Bell Gardens Intermediate school	The Intermediate school Principal altered program to be during school hours. Immediate Outreach was not able to participate due to higher priorities.	Yes. The intermediate school Principal and his staff are continuing to work with this group of parents.	Yes. With limited Immediate Outreach involvement.	N/A
Phi Delta Kappa National Black Sorority Delta Upsilon Chapter Youth Conference.	To assist this national black sorority in working with California black high school students.	Black high school students.	Contact was made with black community leaders and high school students.	Yes	Yes	Yes
AME Church Community Action Program "Come Alive in 85."	To work with community minded black residents in Tulare County	Black students and community leaders	Contact was made with black community leaders and high school students.	Yes	Yes	Yes
Special Outreach strategies in community colleges	To enhance outreach in selected Community Colelge	Low-income & underrepresented ethnic minority transfer students at the following community colleges: East Los Angeles, Santa Monica CC, Santa Ana College, Long Beach CC, LA Southwest College, Cerritos College, Rio Hondo College, Imperial Valley College, College of Marin, Palomar College and Mt. SAC.	Several group tours were arranged as a result of this effort. Individual student contats were made as well.	Yes	Yes	Yes

t #1

Page 6

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Interal Campus Coordination and/or applicant follow-up	IID					
1. Bio Sci Project	To focus outreach efforts on prospective Bio Sci students.	H.S. and C.C. students	Immediate outreach staff was not able to implement this project this year.	No	Yes	N/A
2. ORSC collaboration						
A) Assigned school coverage	To reduce duplication while providing full coverage	The 24 UCI assigned schools	Cooperation between offices	Yes	Yes	Yes
B) Assistance on selected campus tours	Cooperation between offices	Selected high schools & community college tour groups	Cooperation between offices	Yes	Yes	Yes
C) Selection of CCUD coverage	Cooperation between offices	Selected high schools and community colleges with significant SAA populations.	Cooperation between offices	Yes	Yes	Yes

t #1

Page 7

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
D) EOP/SAA presentations at Univ.Day, UCI Day, Honors Day, Jr. Day & "Directions for your Future" undeclared student conference.	Cooperation between offices	Low-income and under-represented ethnic students.	Cooperation between offices	Yes	Yes	Yes
Internal Campus Coordination						
Provided recommendations for SEOP participation	Provide list of Special Action students who were required to attend SEOP as a condition for Special Action Admission through EOP	Special Action admits	Approval of students required SEOP participation	Yes	Yes	N/A

rt #1

Page 8

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Collaborate on campus orientation/informational conference presentations (i.e., UCI Day, University Day, O-Week, etc.)	Explain the relationship between EOP/SAA outreach-admission services and EOP/SAA retention services	EOP/SAA students and prospective students	Enhanced coordination between units	Yes	Yes	Yes
Special Follow-Up Projects						
Admissions in the Field & anticipated Fin. Aid eligibility reports	Enhance outreach effort and service to selected feeder schools	SAA students from selected schools.	Only two of the schools were completely serviced by this pilot effort. Because of the success in these two schools the project will be expanded. The Financial Aid office was able to develop a portable computer system to implement their part of the project.	Partially	Yes	N/A
Admissions "down loading" to EOP/SAA data system	To make Admissions data more readily available to EOP/SAA staff.	EOP/SAA applicants	System not yet operational	No	Yes	Yes

rt #1

Page 9

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Yield Activities						
A) Letters to EOP/SAA applicants	To follow-up on applicants and facilitate admissions, financial aid and housing application processes	EOP/SAA applicants	Improve yield of EOP/SAA applicants	Partially, slight reductions in black and latino applicants led to slight reductions in black and latino students accepted and turning in SIR's.	Yes	Yes
B) Phone call follow-up	To follow-up on applicants and facilitate admissions, financial aid and housing application processes	EOP/SAA applicants	Improve yield of EOP/SAA applicants	UC 5 year SAA goals met in all areas.	Yes	Yes
C) Person to person in office followup	To follow-up on applicants and facilitate admissions, financial aid and housing application processes.	EOP/SAA applicants who came to office by appointment or as walkins	Improve yield of EOP/SAA applicants	Partially, slight reductions in black and latino applicants led to slight reductions in black and latino students accepted and turning in SIR's.	Yes	Yes

art #1

Page 10

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
EOP Special Action Admission	IID To identify low income and under-represented ethnic applicants who have the motivation and potential to succeed at UCI but who did not meet all admissions requirements.	EOP/SAA applicants	The admissions staff was able to complete most EOP/SAA evaluations sooner than in years past therefore the review of Special Action candidates was faster as well. Several students classified as "No Decision" later were admitted through special action when it became apparent that they would not make their conditions of eligibility.	Partially. 140 freshmen were admitted, 20 over the original allotment of slots. The community college allotment of special action admits was not met.	Yes	N/A
Intersegmental Activities	IIA, D, IIIA-E					
South Coast EOP/S Consortium	To cooperate with member institutions to conduct outreach activities and serve the needs of EOP/S, EOP and SAA students.	Low-income and under-represented ethnic minority students.	The combined visitation committee did not function as effectively as in past. years The policy committee was able to take action on the question of undocumented students California state residency.	Partially	Yes	Possibly
Feria Educative Familiar	To identify low income & under-represented ethnic minority students from Imperial County who are interested in higher education	Imperial County students and their parents	Parents and students demonstrated a sincere interest in higher education. Sessions were conducted bilingually.	Yes	Yes	N/A

t #1

Page 11

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Chicano/Latino Youth Leadership Conference	See Summer Residential Programs					
Migrant Mentor Program	See Summer Residential Programs					
Phi Delta Kappa California Youth Leadership Conf.	See Special Projects					
American Indians In Higher Education Conf.	See Special Projects					
Cal SOAP	IV, VIIB, VIIIC, IV-VIIID	Low-income and under-represented ethnic minority students in 9 targetted high schools and 3 community colleges	Cal-SOAP high school students participated in PCATS. Cal-SOAP staff organized combined visitations and UCI campus tours. The number of applicants from Cal-SOAP schools increased.	Yes	Yes	N/A
Project Access	To encourage more Community College students to transfer.	LACCD students	Several proposals submitted for Project Access were not funded. Nevertheless Immediate Outreach Counselor Mouet did develop a transfer video concept and script The video project is being produced by the LACCD as a result.	Partially	Yes	Yes

art #1

Page 12

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Professional Conferences		EOP/SAA Immediate Outreach Staff	Professional development and networking	Yes	Yes	
Western Assoc. of College Admissions Counselors(WACAC)		High school and college counselors	Professional development and networking	Yes	Yes	N/A
Raza Administrators & Counselors in Higher Education (RACHE)		Chicano/ Latino educators	Professional development and networking	Yes	Yes	N/A
UC American Indian Recruiter/ Counselors (UC AIRC)		American Indian Recruiters	Development of a system-wide budgetary requrest and program planning	Yes	Yes	Yes
UCI Womens Forum Retreat		UCI Women employees	Immediate Outreach Counselor Dearmon was selected as a participant.	Yes	?	Yes
California Assoc. of Bilingual Educators (CABE)		Bilingual educators	Immediate Outreach Coordinator was selected as a presentor.	Yes	Yes	Yes

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Unit: EOP/SAA Immediate Outreach

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV-VIIB VIIIC, IV-VIIID	Continue and enhance contact with Cal-SOAP staff and students	Dennis Lopez	Cal-SOAP collaborative outreach activities (i.e combined visitations, campus tours, PCATS, follow-up, etc.	low-income and under-represented minority students	Year Round	Increase in number of EOP/SAA applicants to UC from Cal-SOAP schools	Comparison of previous years total
IIA	To provide motivation, information, and application procedural advice to students.	Dennis Lopez Cheryl Dearmon Gerardo Mouet Betty Watanabe	High school visitations	High schools with significant SAA populations	Fall, Winter & Spring	Increase in the number of EOP/SAA applicants to UC from high schools visited	Comparison of previous years total
IIIA-E	To assist students to transfer from the CC's to UC	Dennis Lopez Debra Peterson Cheryl Dearmon Gerardo Mouet	Community College Visitations	CC's with significant SAA populations	Fall, Winter & Spring	Increase in the number of EOP/SAA Community College applicants	Comparison of previous years total
		Dennis Lopez Juel Lee(ORSC) Debra Peterson	Transfer Center	Students at designated CC's.	Year Round	Increase in the number of community college transfer applicants from center sights.	Comparison of previous year's total

Page 2

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Increase the number of Partners seniors who apply to UC, CSU, CC's or private institutions	Dennis Lopez Betty Watanabe	Partners Follow-Up	UCI Partners Seniors and selected CC freshmen	Year round	Assist Partners seniors with their post secondary educational goals, specifically with UC application	Number of applicants and number of newly enrolled (fall 86) students.
IIA, IIIA	To expose students to the University environment and orient them to UCI's campus, staff and faculty.	Dennis Lopez C. Dearmon Gerardo Mouet B. Watanabe D. Peterson	EOP/SAA Campus Tours	Low-income & underrepresented ethnic mihority students	Year round	Increase the number of EOP/SAA students who apply to UCI.	Survey visits plans before they leave campus.
IIA, IIC, IID, IIIA-E	To initiate the training process for students from selected H.S.'s to assist staff with college advisement	D. Lopez, C. Dearmon, B. Watanabe, G. Mouet	PCATS-Peer Counseling & Academic Training Symposium	SAA students from selected H.S.'s.	Year round beginning with week long summer residential program & continuing with follow up activities	Increase the number of applicants to UC from targetted schools. Increase the number of PCATS participants who enter UC and UCI specifically.	Comparison to previous years total.

Page 3

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To initiate the training process for migrant students from Orange and San Diego counties to assist Migrant Education staff with educational advisement	Dennis Lopez	Migrant Mentor Program	Migrant students from Orange and San Diego counties	Year round beginning with week long summer residential program & continuing with follow-up activities	More migrant students will complete high school and more migrant students will go to college	Students will be monitored.
	Increase the number of applicants from KSR participants	D. Lopez, G. Mouet	Knowledge and Social Responsibility Program	H.S. students in Orange County	Summer	Generate interest in the Humanities in general. Generate interest in the UCI campus.	Students post secondary educational plans will be monitored
	Continue to offer volunteer assistance to State-wide conference and the Orange County committee specifically	D. Lopez	Chicano/Latino Youth Leaderhsip Conference	Orange County participants (6) and 120 California participants in total	Summer	Increase number of applicants to UC out of the number of conference participants.	Spring questionnaire
IIA, IID	Initiate creative approahces to outreach activities	D. Lopez	Special Outreach Projects	Vary	Year round	Increase the number of EOP/SAA applicants	Monitor participants to determine number who apply

Page 4
Unit: EOP/SAA Immediate Outreach
Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Facilitate Transfer Function	D. Lopez, G. Mouet, D. Peterson	Transfer Video Project	Prospective transfer students		Project completion	Video utilization
	Initiate creative approahces to Outreach Activities	D. Lopez	American Indian Recruitment	American Indian community & students	year round	Increase number of American Indian applicants	Compare previous year's total
	Expand number of CMP's covered	D. Lopez, C. Dearmon, G. Mouet	College Motivation Programs	American Indian students	Academic/ school yr.	Increase number of American Indian applicants	Compare previous year's total
	Enhance the preparation of underclassmen	D. Lopez	Title IV Directors Mtg.	Counselors of American Indian students	Winter	Develop outreach strategies and monitoring system for students visited in Fall 1985	Number of visits made and students contacted in Fall 1985
	Outreach to Northern San Diego County American Indian community	D. Lopez, G. Mouet	Pala Reservation and Learning Circle of Palomar College visit.	Local American Indian community	Fall & Spring	Increase the number of students apply to institutions of higher education specifically UCI	Follow-up of student participants.
	Outreach to selected Northern Calif. American Indian college/community contacts.	D. Lopez C. Dearmon	College of Marin	American Indian community contacts, EOP/S staff & A.I. students.	Fall or Spring	Increase the number of students apply to institutions of higher education specifically UCI	Follow-up of student participants.

Page 5

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Outreach to this San Diego county reservation with a focus on health care professions and university preparation	D. Lopez, G. Mouet	Southern California Indian Council Albejas Reservation	American Indian community contacts EOP/S staff & American Indian students	Summer	Increase the number of students apply to institutions of higher education specifically UCI	Follow-up of student participants.
	Assist in the enhancement of college going rates in 3 Compton H.S.'s	Manuel Gomez, D. Lopez, C. Dearmon	Collaboration with Compton School District	Compton District Personnel & students	Academic school year	Increase the number of EOP/SAA applicants from Compton School District	Monitor the number of applicant and compare to previous year
	On a limited basis, offer assistance for the maintenance and expansion of parent group	D. Lopez	Bell Gardens Parent Group	Intermediate school parents	Quarterly	Enhance college going rate of students at Bell Gardens High School	Comparison of previous year
	Collaborate with this sorority in their youth group conference and activities	D. Lopez	Phi Delta Kappa Sorority Youth Group	Calif. Black H.S. students	Academic School year	Increase the number of these students who apply to UC in general and Irvine specifically	Survey of students contacted
	Work together with AME Church to assist youth	D. Lopez	Tulare County AME Church Community Action Program	Tulare County AME H.S. youth	Quarterly	Increase the number of youth preparing for applying to being admitted to college	Survey of students contacted

Page 6
Unit: EOP/SAA Immediate Outreach
Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Enhance yield of EOP/SAA applicants	D. Lopez, D. Peterson, C. Dearmon, G. Mouet B. Watanabe	Internal Campus Coordination and/or Applicant Follow-Up	H.S. & Advanced standing applicants	Year round	Increase the number of EOP/SAA students who apply and then enroll at UCI.	Comparison to last years total
	A focused outreeach effort for Bio. Sci. students	D. Lopez, Susana Canett, D. Peterson, C. Dearmon, G. Mouet	Bio Sci Project	Prospective Bio majors from selected CC.'s & H.S.'s	Academic Year	Increase awareness of H.S. and C.C. students of necessary preparation for pre-med curriculum or scientific research in Biology	Monitoring of students contacted.
	Enhance campus outreach effort	D. Lopez	ORSC Collaborative Efforts	Prospective EOP applicants	Year round	Increase the number of EOP/SAA applicants	Comparison of last years total
	Enhance Campus outreach efforts	D. Lopez, G. Mouet, C. Dearmon, B. Watanabe, D. Peterson	Assigned school coverage	Prospective EOP applicants	Fall & Spring quarters	Increase the number of EOP/SAA applicants	Comparison of last year's total
	Enhance campus outreach efforts	D. Lopez, G. Mouet, C. Dearmon, B. Watanabe, D. Peterson	CCUD Coverage	Prospective EOP applicants	Fall & Spring	Increase the number of EOP/SAA applicants	Comparison of last year's total

Page 7
Unit: EOP/SAA Immediate Outreach
Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Enhance campus outreach efforts	D. Lopez, G. Mouet, C. Dearmon, B. Watanabe, D. Peterson	UC Irvine campus activities (i.e., University Day, Jr. Day, Honors Day, Orientation Programs.)	Prospective EOP applicants	yearround	Increase the number of EOP/SAA applicants	Comparison of last year's total
	Refer Special Action Admits to participate in SEOP	D. Lopez	EOP Special Services Collaborative efforts	EOP Special Action Admits	Winter-spring	SEOP Participation	Special Service Monitoring
	Early identifying of prospective applicants. Timely assistance and preliminary notification for EOP/SAA applicants from selected schools.	D. Lopez, C. Dearmon, G. Mouet, B. Watanabe	Admissions in the Field and Preliminary Financial Aid Eligibility Project	SAA applicants from selected H.S.'s.	Fall-winter	Enhance yield & effort for EOP/SAA applicants	Monitoring of number of applicants admitted and enrolled EOP/SAA students
	Provide up to date information to EOP/SAA staff for follow-up	R. Casselman	EOP/SAA Data System-Admission Office Down Loading	EOP/SAA applicants	year round	Enhance follow-up & yield effort for EOP/SAA applicants	Utility of the system,
	To enhance and make more effective our efforts to enroll more EOP/SAA students	D. Lopez, C. Dearmon, G. Mouet, B. Watanabe, D. Peterson	Yield Activities	EOP/SAA applicants	Year round	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the number of EOP/SAA applicants who are admitted and then enroll at UCI.

Page 8

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target -Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	To follow-up applicants & facilitate admissions, financial aid, and housing application processes	D. Lopez, C. Mouet, C. Dearmon, B. Watanabe, D. Peterson	Letters to EOP/SAA applicants	EOP/SAA applicants	year round	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the number of EOP/SAA applicants who are admitted and then enroll at UCI.
	To follow-up applicants & facilitate admissions, financial aid, and housing application processes.	D. Lopez, C. Mouet, C. Dearmon, B. Watanabe, D. Peterson	Phone follow-up	EOP/SAA applicants	year round	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the number of EOP/SAA applicants who are admitted and then enroll at UCI.
	To follow-up applicants & facilitate admissions, financial aid, and housing application processes.	D. Lopez, G. Mouet, C. Dearmon, B. Watanabe, D. Peterson	Person to person in office follow-up (by appointment or walk in)	EOP/SAA applicants	Year round	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the number of EOP/SAA applicants who are admitted and then enroll at UCI.
IID	To identify low-income & underrepresented ethnic students who have the motivation & potential to succeed but who did not meet all UC admissions requirements	D. Lopez	EOP Special Action Admissions	EOP/SAA applicants not regularly admissible	Winter & Spring	Enhance follow-up & yield effort for EOP/SAA applicants	Increase the number of Special Action EOP/SAA applicants who are admitted and then enroll at UCI.

Page 9

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Intersegmental cooperation in meeting the needs of low-income and underrepresented ethnic minority students	Dennis Lopez	South Coast EOP/S Consortium A) Combined visitations B) Educational Policy C) Referral of students	Member institutions who serve low-income & under-represented students	Year round	To assist low-income & underrepresented ethnic students in their post secondary aspirations	A) # of students contacted B) # of applicants
	Intersegmental cooperation in meeting the needs of low-income and underrepresented ethnic minority students	D. Lopez, G. Mouet	Feria(s) Educativa(s) Familar(es)	Prospective EOP/SAA applicants in the Coachella & Imperial Valleys	Fall	Increase the number of EOP/SAA applicants from these areas.	Comparison of last year's total
	Intersegmental cooperation in meeting the needs of low-income & under-represented ethnic minority students.	D. Lopez	Chicano/Latino Youth Leaderhsip Conference-see Summer Residential Programs	Selected Calif. Chicano/Latino H.S. students.	Year round	See Summer Residential Programs	See Summer Residential Programs

Page 10
Unit: EOP/SAA Immediate Outreach
Date: August, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
--------	--------------------	Dennis Lopez	Migrant Mentor Program	See Summer Residential Programs-------------------------			
--------	--------------------	Dennis Lopez	Phi Delta Kappa Calif. Youth Conference.	See Special Projects--------------------------			
	See outcomes	Dennis Lopez	Professional Conferences Association of American Indian Recruiters			Contacts for future Outreach activities and professional development	Outreach activities generated.
			Raza Administrators & Counselors in Higher Education				
			California Association of Bilingual Educators				
			Association of Mexican American Educators				
		C. Dearmon, G. Houet, D. Peterson	Third World Counselors				

Chart #3

Page 1

Unit: EOP/SAA Immediate Outreach

Date: August, 1985

1985-86
Schedule of Activities

Program Activities/Events

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fall 85 Yield Activities	--------	Correspondence to Prospective Applicants			Fall 86 Yield Activities-	Correspondence Phone Follow-Up --------	-------- -------- --------	-------- -------- --------	-------- -------- --------	-------- -------- --------	-------- --------
KSR 1985	PCATS 85-86						Housing Calls to Prospective EOP Priority Recipients		EOP HOUSING PRIORITIZATION		-----
	CLYLC 1985	SAA CONF.									
		UC COUN CONF.	CAMPUS TOURS			CAMPUS TOURS--	--------	--------	--------	--------	--------
			Fall 86 High School Recruitment---	--------	--------		Junior Class Outreach Visits		--------	--------	
			UCI Day		Financial Aid, Wkshps		Fall 86 Applicant Visits-	--------	--------	--------	
		Winter & Spring 86 community college recruitment---			--------	Title IV Directors Conf.			Junior & Honors Days		
		Partners Follow Up, Class of 86--	Migrant Mentor Dist. Mtg. --------	--------	--------	--------	--------	--------	--------	--------	--------

PROJECT RADIUS

357

Chart #1

Page ____ ______

Unit: Project Radiu

Date: ______

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication
Teaching for Intelligent Behaviors 5/8/85	A workshop presentation	About 45 out of 285 participants	Give teachers specific strategies for enhancing students' thinking skills.	Yes	No	We can share th conference prog
Summer Institute of W.P. 6/25 - 7/26	Teaching of Composition	6 SAA teachers Elem. - 3 Inter. - 2 High - 1	To give teachers training in composition theory and practice.	Yes	Yes	It already is replicated stat wide
Thinking/ Writing Freshman 8/12-30/85	Increase academic success of UCI undergraduates	65 SAA	Give students practice in the thinking and writing skills necessary to perform successfully at UCI.	Hasn't been offered yet.	Yes	Yes

Chart #1

Page ____

Unit: Project Reading

Date: ____

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication
Cooperative Learning 11/14/84	Specific Strategies for Raising Student Achievement and Building Positive Attitudes	40 SAA Teacher of approximately 217 participants	Give teachers specific strategies for using cooperative learning techniques in the classroom	Yes	No	We could share the conference program
The Composing Process Revisited 12/3 - 4/84	A fresh look at Theory and Practice of Writing Instruction	About 50 SAA out of approx. 325 participants.	To expose teachers to the latest theory and practice of the teaching of composition.	Yes	No	Yes - we have a conference program people cou use.
T/W at the O.C.D.E. 1/17/85	To share information on thinking and writing as part of a cooperative Bank of America Grant.	K-12	To share the Thinking/Writing model with Orange County teachers.	Yes	No	Would not be possible to replic
Academic Enrichment Program - 1/19, 2/9, 2/23 3/9, 4/13, 4/27 5/11, 5/18 1985	To increase the pool of under-represented students who are regularly admissable to the Univ. of Calif. campus.	100 high school students	UCI Writing Project taught the writing component of the AEP on Saturdays.	Yes	This is up to the EOP office	Yes - The idea having the Writ Project coopera with EOP is a good one.
Subject A Academic Writing Project 4/26/85	To communicate the criteria for successful academic writing through an admin-	30 Orange County Teachers (6 SAA)	Create an ongoing dialogue between UCI English faculty and staff and high school teachers and communicate the University's	Yès	Yes	Yes

Page ____________________

Unit: PROJECT RADIUS

Date: ____________________

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measuremen of Outcomes
Improving Student Achievement Through Teacher Training	Training teachers in thinking and writing research to generate a pilot course and demonstration lessons	Carol Olson - UCI Brenda Borron Saddleback High School	6 day training program to introduce the UCI Thinking and Writing model and teach teachers to generate lessons for a 2 semester pilot course.	6-9th grade high school teachers from Santa Ana Unified	Aug. 29 - 3 Sept. 3,4,5 6	Course syllabus and sample lessons for 2 semester college prep course	Pre and post t writing sample students in cl es of the six teachers and i the classes o classes of co trol teachers
"	Training K-12 Santa Ana teachers in the basic theory and practice of teaching composition	Carol Olson - UCI Shari Lockman Saddleback High School	10 week course (3 hour sessions beginning Oct.14	K-12 Santa Ana teachers	10 weeks - starting Oct. 14	Give teachers theory of and practical for teaching writing	Teachers will plete a course evaluation
"	Fostering Critical Thinking Skills Through Writing: Lesson Design	Carol Olson - UCI Brenda Borron Saddleback High School	Advanced course in lesson design for the 6 teachers piloting the college prep course and others exposed to UCI Writing Project inservice training last year	6 high school teachers from Santa Ana and other K-12 Santa Ana teachers	Every other week in Fall semester - once a month in Spring semester	A set of Thinking/ Writing lessons to be used in 9th average English classess	Pre & post te described ab

-245-

Chart #3

Page ______

Unit: ______

Date: ______

1985-86
Schedule of Activities

Program Activities/Events

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	6 Day Training	→									
			10 Week Course	→	→						
			10 Session course over whole year	→	→	→	→	→	→	→	→

RELATIONS WITH SCHOOLS AND COLLEGES

366

Chart #1

Page 1
Unit: ORSC
Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1.Coordinated outreach activities with EOP/SAA in high schools and community colleges that have been identified as having large SAA populations.	1.To increase the number of SAA students who participate in programs initiated, and/or coordinated and/or sponsored by ORSC.	1.SAA prospective students.	1.Anticipated results were to provide maximum services to schools which both offices deal with,without duplicating efforts and maximizing time and cost efficiency. 1.a.Increase in number of SAA students exposed to UCI	1.Yes. All schools were covered by either ORSC or EOP/SAA staff as agreed.	1.Yes	1.Yes.ORSC will coordinate a "Gold Ribbon Team" which will increase coverage at various schools and draw participants from various academic units on campus.
2.Encourage selected high schools to conduct special assemblies for incoming service area high freshmen (current 8th graders) and their parents to inform them of the 1986 UC admission requirements. High Schools were to be selected on the basis of their SAA enrollment and requested to encourage SAA participation.	2.Inform public of new admissions requirements.	2.8th graders and their parents	2.Anticipate: earlier notification of and preparation for 1986 UC admission requirements. Unanticipated: not all schools responded positively at least for this year.	2.Partially. Only a limited number of these were done at school's request.	2.Yes	2.N/A
3.Sent Quick Reference Guide for counselors to service area junior high schools(principals and counselors).	3.Increase junior high school administrators' awareness of UC policy, procedures and requirements and	3.Junior high school Administrators	3.Sent out about 75 copies.	3.Yes	3.Possibly. Depending on supply and desirability on behalf of recipients.	3.N/A

Page 2

Unit: ORSC

Date: August 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
3.a.Offered to send to junior high schools "targeted by EOP" outside service, assigned schools. Get specific names from EOP.	3.(Con't) draw special attention to areas that are relevant to their programs and curriculum e.g. 1986 admissions requirements.					
4.Refined information card referral system to facilitate follow-up of SAA prospective students by the EOP/SAA staff. Included space for self-reported grade point average to identify high achieving SAA students.	4.Respond to inquiries in a timely fashion and expedite referral to EOP/SAA and academic units.	4.SAA prospective high school and community college students.	4.Faster info card input into computer and referral to EOP/SAA Office.	4.Yes	4.Yes	4.If applicable (e.g. Academic unit or administrative office refers prospective students to EOP/SAA).
5.Participated in SAA efforts via committees, EOP/SAA Consortium, SAA Conferences, etc.	5.Remain abreast and directly involved in SAA related issues. 5.a.Increasing SAA participation.	5.N/A	5.Input into efforts addressing SAA issues. Increasing number of SAA students exposed to UCI.	5.Yes	5.Yes	5.Yes. Many units campus-wide are already involved in several SAA-related activities.

Chart #1

Page 3

Unit: ORSC

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
6. Identified and encouraged SAA participation in special programs and activities sponsored by unit; i.e., tours, Honors Day, Jr. Day, College Motivation Day, Project Accord, etc. Include "special invitation" in literature. Enlist assistance from EOP/SAA to encourage SAA participation.	6. Increase in SAA participants.	6. High school students selected by high school counselors and/or teachers.	6. About 500 SAA students participated in minority reception.	6. Yes, (e.g. SAA reception during Honors Day Program) ORSC participated in Special Campus tours and programs for SAA such as St. Mary's Academy, Compton USD via UCO and other such programs.	6. Yes	6. Yes. Any activity sponsored by units should encourage SAA participation.
7. Continued to encourage cross-training and information sharing between units (i.e. staff development, special training sessions, cross-cultural leadership seminars).	7. Continual update on relevant accurate information for dissemination to the public.	7. UCI staff and students.	7. Providing participants the most accurate current information and allowing exchange of mutually beneficial information.	7. Yes, EOP/SAA and other units participated in these activities.	7. Yes	7. Yes, if applicable.

Page 4

Unit: ORSC

Date: August 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
8. Consulted with EOP and the campus editorial staff on publications specifically designed to attract prospective SAA students upon request.	8.Design effective, attractive publications to increase SAA interest in UCI.	8.SAA prospective students.	8.Unanticipated result: Role of ORSC not clear. It should be noted that ORSC does not actually produce publications. It consults and can be used as a resource.	8.Yes, we carefully review our publications to meet their needs.	8.Yes, with the modification that ORSC staff would be available to consult rather than initiate.	8.If applicable.
9.Shared media and written resources to attract all students with special attention given to the interests and needs of SAA students.	9.Attract more SAA students.	9.SAA prospective students.	9.Unanticipated results: Ran out of EOP/SAA brochur early.	9.Yes.Academic flyers and other written materials were shared.	9.Yes	9.N/A
10.Participated in programs designed to increase access to the University for SAA students (e.g., Special Action Interview process).	10.See Activity	10.SAA prospective students.	10.Unanticipated result: Special Action Process was changed and internalized to a certain degree. ORSC did not participate this year. However ORSC did participate in other programs.	10.Yes, via special on-campus programs (i.e. St. Mary's Academy, Compton USD, Honors Day Minority Reception.However ORSC did not participate in Special Action.	10.Upon Request.	10.Yes, especially giving input on some special action cases.

Page 5

Unit: ORSC

Date: August 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
11.Shared information and resources (by way of personal contacts) to investigate possibilities of SAA-oriented joint ventures with external agencies such as College Board and American College Testing Program.	11.Use personal contacts where possible to promote SAA activities.	11.UCI staff students and prospective students.	11.Anticipated result: personal contacts outside UCI were used for special seminar groups.	11.Yes,personal contacts outside UCI were used for special seminar groups.	11.Yes.	11.Yes, when possible. Especially faculty and/or researchers in various fields
12.Pegasus sent program borchure and letter to administrators at targeted schools describing their program for the academically gifted.	12.Exposure to opportunities through Pegasus.	12.Administrators,teachers, counselors, professional staff and 6-12 grade students.	12.Exposure to opportunities through Pegasus on and off campus.	12.Yes.Pegasus has also enlisted the assistance of EOP/SAA to publicize program.	12.Yes	12.N/A
13.Pegasus set aside two (2) scholarships specifically for SAA participants in summer programs.	13Increased SAA participation.	13.7-12th graders.	13.Anticipated result: Increased SAA participation Unanticipated result: More than two scholarships awarded.	13.Yes. 5 full and one partial SAA scholarships were awarded this year as compared to none last year. Also a merit scholarship was awarded to an SAA student,	13.Yes	13.N/A

Page 6

Unit: ORSC

Date: August 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
14.Obtained ethnic breakdown of "non-targeted" schools for future planning.	14.Obtain updated ethnic information on "non-targeted" schools to aid in planning.	14.California high schools.	14.Anticipated result: See objective. Unanticipated result: Information arrived in July.	14.Yes.Demographic information was obtained and will be used for future planning.	14.Yes	14.N/A
15.ORSC conducted a Special Assembly (Mini-Conference) at UCI for high school counselors.	15.To update/inform counselors on new admission application and policies regarding new admissions requirements.	15.High school counselors.	15.See objective.	15.Yes.Over 125 counselors attended and gave input.	15.No	15.No
16.Initiated a Gold Ribbon Team	16.Increase exposure to UCI.	16.Prospective UCI students.	16.New program. Information not yet available.	16.Not yet implemented.	16.Yes	16.Yes, faculty and staff campus-wide are participants.
17.Develop tracking system for SAA applicants to aid in Outreach planning.	17.Identify and extend outreach services to non-targeted schools with high SAA populations.	17.SAA prospective high school and college students.	17.To be able to determine how many applicants are SAA in assigned schools and selected non-targeted schools.	17.Yes	17.Yes	

Chart #1

Page 7

Unit: Office of Relations with School

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1. Conducted school visits with community college counselors to inform them of the performanced of their former students (including SAA students) and to update them on UC and UCI policies and plans	1. Community college counselors better informed about SAA programs and transfer policies to UCI.	1. Community College Counselors	1. To increase the number of SAA students who participate in programs initiated, and/or coordinated and/or sponsored by ORSC	1. Info not available at this time.	1. Yes	1. Yes, the activation of the Gold Ribbon Team will include representatives from various academic units and may cover various community colleges.
2. Cooperated with EOP to offer "Answers for Transfers" programs to facilitate and assist students in the transfer process by inviting them to campus and referring them to the appropriate academic departments and student services representatives.	2. Greater SAA transfer student participation in ORSC sponsored programs	2. SAA prospective transfer applicants	2. To increase the number of SAA community college applicants.	2. "	2. Yes	2. Yes, academic counselors can avail themselves for advisement.
3. Continued involvement in UCI assigned and selected non-assigned Community Colleges to address the problem of the low numbers of EOP/SAA students who transfer to four-year colleges	3. Coordinate programs at Community Colleges to facilitate transfer process to 4 year schools.	3. Community College, UCI Staff, and administrators.	3. To increase the transfer rate of community college students.	3. "	3. Yes	3. N/A

Chart #1

Page 8

Unit: Office of Relations with Schools

Date: August, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
4. Disseminated and exchanged information (by way of articulation about the Univ. with student and administrators in the Los Angeles Community College District through the LACCD Transfer Project to facilitate broader University access for LACCD transfer students (e.g. ASSIST)	4. Inform students about transfer, major and breadth requirements.	4. Prospective Community Transfer students and community college administrators.	4. Increase in SAA participants.	4. Yes (regarding articulation CARTS (now called ASSIST) is still in progress.	4. Yes	4. N/A
5. Cooperated with EOP and other UCI staff to continue and expand with other community colleges and the Santa Monica College Overnight Program which provides transportation, lodging and academic counseling for prospective SAA transfer students from Santa Monica College/	5. Expose community college SAA students to UCI via an extended visit.	5. SAA community college students.	5. Due to time and money limitations, this program/activity was not implemented this year.	5. No	5. Possibly	5. N/A

Chart #1

Page 9

Unit: Relations with Schools

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
6. Initiated Re-entry program designed for undergraduate students who have had a break in their formal education.	6. Provide academic/career/personal assistance and support. Also, make appropriate referals to other units at UCI.	6. Mature undergraduate students who have had a break in their formal academic education.	6. 1984-85 was the first year of a formal program. The combined totals of SAA participants out of 1253 was 136. These figures do not include spring (unavailable at this time.)	6. There was no set number as an objective. This year was to establish a goal number with which to compare.	6. Yes	6. Yes, various academic units on campus have been consulted. There is a centralized office on campus that works with ORSC.
7. Initiated meetings with administrators and/or student organizations (i.e. MECHA, BSU, community organizations, etc.) to inform them about Re-entry program.	7. Involve SAA organizations on the UCI campus in participating in the Re-entry program by acting as a support group.	7. SAA student organizations at UCI and prospective SAA re-entry students.	7. See Objective	7. Yes	7. Yes	7. N/A
8. Consulted with EOP/SAA and the campus editorial staff on publications specifically designed to attract SAA community college students. Publication would include information on the posibility of part-time study.	8. Encourage/attract community college SAA prospective students to apply to UCI.	8. SAA transfer students.	8. No specific SAA transfer brochure/publication was developed.	8. No specific SAA transfer brochure was developed. A general EOP/SAA brochure was developed with input from ORSC.	8. Upon request.	8. N/A

Unit: ORSC

Date: August 1985

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
9. Participated in the development of Transfer Center.	9. Increase the number of SAA students transferring to 4 year colleges.	9. SAA and Physically Handicapped.	9. See objective	9. Recently developed. At this time, only Cerritos College has been approved in UCI service area.	9. Yes	9. N/A

ORSC provides information to all prospective students regardi ration for admission to the University of California. Efforts in the past as well as the future focus on increasing the number of SAA students exposed to and benefiting from this information.

Page 1

Unit: ORSC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	1. To provide information to (SAA)prospective students through Outreach activities.	Sharon McKinney	1. Coordinate outreach activities with EOP/SAA in high schools and community colleges that have been identified as having large SAA populations.	1.Prospective UCI students from high schools & comm. colleges.	1.2 or 3 times a year depending on services provided. (i.e. OSV Fall & Spring visit)	1.Increase the # of SAA students exposed to UCI and encouraged to apply and enroll.	1.Document where possible the number of SAA participants.
	2.To apprise prospective students and parents of change in UC requirements in time for them to prepare adequately to meet them.	All ORSC staff	2.Encourage selected high schools to conduct special assemblies for incoming serivce area high school freshmen(current 8th graders) and their parents to inform them of the 1986 UC admission requirements. High schools would be selected on the basis of their SAA enrollment and requested to encourage SAA participation.	2. 8th graders and their parents	2. Once, possibly twice in 1985-86.	2.Inform the public especially students & parents of the eminent changes in UC admission requirements and the preparation necessary to meet these requirements.	2. Number of programs/ assemblies conducted at high schools and number of SAA participants.
	3. Identify and visit an increased # of high schools with high % of SAA students as compared with last year.	3.Sharon McKinney & Shelly Greenberg	3.Identify and visit non-targeted non-assigned schools with high percentage of SAA students.	3. High schools	3. Once, possibly twice a year (Fall &/or Spring)	3.Increase the # of SAA students exposed to UCI and encourage application and enrollment.	3.Compare the number of schools visited, SAA participants and SAA applications(where possible) to those of last year.

Page 2

Unit: ORSC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II A-D	4.Increase the # of schools visited and services rendered as a result of additional (auxiliary) staff.	4. Sharon McKinney & Shelly Greenberg	4.Activate the Gold Ribbon Team(campus volunteers -staff&faculty-) and alumni to represent UCI at various college fairs & career/college day & evening programs.	4.Prospective UCI students.	4. Fall & Spring	4. Increased cover.	4.Compare with # of schools visited last year (when GRT did not exist)
	5.Assist and encourage SAA students through application, enrollment and related processes and make appropriate referrals.	5. Sharon McKinney	5.Continue to refer SAA prospective students to EOP/SAA for follow-up and services.	5. SAA prospective students	5. All year	5.Encourage application and enrollment at UCI. ASSIST SAA students through bureaucratic processes.	5.Identify # of SAA students referred by ORSC.
	6.Attract more American Indian students to UCI and motivate them toward higher education in general.	6. Sharon McKinney and Kogee Thomas	6.Implement College Motivation Day for American Indian students.	6. American Indian students	6. Spring	6. Expose American Indian students to UCI and higher.	6.Number of participants and evaluation forms completed by participants.
	7.Support and directly impact SAA activities and issues	7.Sharon McKinney	7.Continue participation in SAA via committees, EOP/SAA Consortium, SAA Conferences, etc.	7. UCI faculty & staff& intersegmental (UC,CSU, CC) staff.	7. All year	7.Give input in efforts addressing SAA issues.	7.SAA activities resulting from participation. Number of SAA students who participate in program/activities will be documented in final report.

Page 3

Unit: ORSC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	8.Actively involve SAA prospective students to participate in programs sponsored and/or coordinated by ORSC.	8.ORSC staff (program coordinators.)	8.Identify and encourage SAA participation in special programs and activities sponsored by unit; i.e. tours,Honors Day, Jr. Day College Motivation Day, Project Accord,etc. Include "special invitation" in literature. Enlist assistance from EOP/SAA to encourage SAA participation. 8A.EOP reception planned for UCI Sr. Day.	8.SAA prospective students	8.Throughout the year.	8.Increase in # of SAA participants.	8.Comparison with last year's number of participants.
	9.To ensure accurate and consistent dissemination of information to the public.	9.ORSC staff	9.Continue encouraging cross-training and information sharing between units(i.e. staff development,special training sessions, cross-cultural leadership seminars).	9.Professional and volunteer Outreach staff.	9. All year.	9.Continual update on relevant accurate information for dissemination to the public.	9.Participation in such activities.
	10.Contribute to the SAA effort through publications upon request.	10. Sue Wilbu & Nancy Anderson	10.Consult with EOP and the campus editorial staff on publications specifical designed to attract prospective SAA students upon request.	10.SAA prospective students	10. Upon request.	10.Contribute to the design of effective, attractive publications to increase SAA interest in UCI.	10.Monitor use of publications. Survey users of publications.
	11.Increase public awareness of UCI through use of and distribution of materials/publications.	11. Nancy Anderson	11.Share media and develop written resources to attract all students with special attention given to the interests and needs of SAA students.	11. Prospective students and high school & college administrators	11. Fall & Spring	11.Increase public awareness of UCI through media/publications.	11.Monitor use of material.

Page 4
Unit: ORSC
Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	12.To give direct input and participate in programs facilitating SAA student access to UCI.	12.Sharon McKinney	12.Participate in programs designed to increase access to the University for SAA students(i.e. Special Action Interview process, Special SAA On-Campus programs and tours and SAA organizations).	12. SAA prospective UCI students	12. All year.	12.Increase the # of SAA exposure to UCI & facilitate application & enrollment.	12.Participation activities.
	13.Publicize opportunities available through Pegasus.	13.Lorraine Bostick & John Boomer	13.Pegaum will send program brochure and letter to administrators at targeted schools describing their program for the academically gifted.	13. Teachers counselors, administrators	13. Fall & Spring	13.Increased SAA participation	13.Inquiries and/or response to information.
	14.Financially support SAA participation in Pegasus Program.	14.Lorraine Bostick & John Boomer	14.Pegasus will set aside two(2) scholarships specifically for SAA participants in summer programs.	14.SAA high school students	14. Summer	14.Increased SAA participation	14.Compare with participation last year.
	15.Provide a role model,publicize, and encourage participation in Pegasus Program.	15. August Lobato & John Boomer	15. Pegasus will work directly with target schools & informing the public about Pegasus.	15. SAA prospective students	15.All year	15.Increased SAA participation	15.Compare with participation last year.
	16.Obtain update ethnic information on "non-targeted" schools to aid in planning.	16.Sharon McKinney	16.Obtain ethnic breakdown of "non-targeted" schools for future planning.	16.non-targeted high schools	16.Summer	16. Increased visits to schools identified as having significant number/% of SAA students.	16. Compare with number of schools visited last year.

Page 5
Unit: ORSC
Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
III A-E	1.To increase the #of SAA students who participate in programs initiated, and/or coordinated and/or sponsored by ORSC.	1.Juel Lee	1.Conduct school visits with community college counselors to inform them of the performance of their former students (including SAA students) and to update them on UC and UCI policies and plans.	1. SAA prospective transfer students	1.All year	1a.Increased SAA referrals from community college counselors to UCI. 1b.Community college counselors better informed about SAA programs and transfer policies to UCI.	1. Number of community college referrals.
	2.To work with other segments of higher education to facilitate access to 4 yr schools.	2.Juel Lee	2Actively participate in the development of transfer center.	2.Prospective transfer students	2.All year	2.Increase the rate of transfer students especially SAA	2.Number of applications from transfer centers.
	3.Facilitate the transfer process by referring students to appropriate academic counselors at UCI.	3.Juel Lee	3.Cooperate with EOP to offer "Answers for Transfers" program to facilitate and assist students in the transfer process by inviting them to the appropriate academic departments and student services representatives.	3.SAA prospective transfer students	3. 5 times a year	3.Increased access to UCI on the transfer level. Good public relations. Increased application & enrollment.	3.Document participation
	4.Increase access and participation of SAA transfer students.	4. Juel Lee ORSC staff	4.Continue involvement in UCI assigned and selected non-assigned Community Colleges to address the problem of low numbers of EOP/SAA students who transfer to 4 yr colleges & universities.	4.SAA prospective transfer students	4.All year	4. Increased SAA transfer application/enrollment.	4.Compare participation with last year

Page 6

Unit: ORSC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	5. Facilitate transfer process	5. Juel Lee	5. Disseminate and exchange information (by way of articulation) about the University with students and administrators in the Los Angeles Comm. Coll. Dist. through the LACCD Transfer Project to facilitate broader Univ. access for LACCD transfer students (e.g. ASSIST)	5. 2 & 4 yr adminis-trators &students	5. All year	5. Facilitate transfer process	5. Monitor number of SAA participants
	6. Promote UCI and encourage SAA applications & enrollment.	6. Sharon McKinney	6. Cooperate with EOP and other UCI staff and students to continue and expand with other comm. colleges the Santa Monica College Overnight Program which provides transportation, lodging and academic counseling for prospective SAA transfer students from Santa Monica College.	6. Comm. college students and current UCI SAA students	6. Winter	6. Greater exposure to UCI. Encourage UCI application and enrollment	6. Document number of programs and SAA participation.
	7. Facilitate access to UCI for students with breaks in their education.	7. Lydia Ledesma	7. Continue Re-entry Program designed for undergraduate students who have had a break in their formal education.	7. Mature undergrads who have had a break in their formal academic education.	7. All year	7. Provide academic/ career/personal assistance and support. Also, make appropriate referrals to other units at UCI.	7. Compare number pf SAA participants with last year.

Page 7

Unit: ORSC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	8.Facilitate access to UCI	8.Lydia Ledesma	8.Initiate meetings with administrators and/or student organizations (i.e. MECHA, BSU, comm organizations,etc.) to inform them about Re-entry program.	8.SAA student organizations at UCI	8.Fall	8.Involve SAA organizations on the UCI campus in participating in the Re-entry Program by acting as a support group.	8.Document participation.
	9.Assist (upon request)in the publication of materials which will attract SAA students.	9.Sue Wilbur & Nancy Anderson	9.Upon request, consult with EOP/SAA and the campus editorial staff on publications specifically designed to attract SAA community college students. Publications would include information on the possibly of part-time study.	9. Comm. coll. students	9. All year	9.Encourage/attract comm. college SAA prospective students to apply to UCI.	9. Document requests for assistance.

Page 8
Unit: ORSC
Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	10.To facilitate access to UC through curriculum and articulation enhancement.	10.Kogee Thomas Academic Excellence Fellows Committee	10.Participate in development of CAPP proposal to improve higher education access of SAA high school and comm. college students through curriculum and articulation enhancement.	10.ABC USD and Cerritos College SAA students	10.Fall-Spring	10.Increase SAA access to higher education through articulation and curriculum enhancement.	10.Funding of proposal. Number of SAA participants.
	11.Inform prospective transfe applicants.	11. Muriel Shishkoff	11.Submit article to Black Collegian (National Magazine) aimed at Black undergrad and grad studen regarding transferring to 4 year colleges and universities.	11.All Black potential transfer students.	11. One time only.	11.Publication in national magazine.	11.National publication

Chart #3

Page 1
Unit: Relations with Schools
Date: August 1985

1985-86
Schedule of Activities

II A-D

Program Activities/Events

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Coordinate Outreach activities with EOP/SAA in assigned schools.	X	X	X---	--- (implementation)	---	X			X---	--- (implementation)	X	
2. Special 8th grade Assemblies				X---	--- (tentative)	X			X---	--- (tentative)	X	
3. Non-target school visits			X---	---	---	---	---	---	---	---	X	
4. Gold Ribbon Team			X---	---	---	X			X---	---	X	
5. SAA Referral	X---	---	---	---	---	---	---	---	---	---	---	X
6. College Motivation Program									X			
7. Participate in SAA committees, consortia, organizations, conferences, etc.	X---	---	---	---	---	---	---	---	---	---	---	X
8. Special Programs												
A. Tours	X---	---	---	---	---	---	---	---	---	---	---	X
B. Honors Day											X	
C. College Motivation									X			
D. Junior Day										X		
E. UCI Day												

Chart #3

Page 2
Unit: Relations with Schools
Date: August 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
F. AP/Gate							X	X	X			
G. Celebrate UCI										X		
9. Cross Training Session												
A. Staff Development			X									X
B. Special Training Sessions		X----	----X									
10. Publications			X									
11. Media								X				
12. Special Action										X		X
13. Pegasus to Contact Schools									X----	--------	----X	
14. Pegasus to visit schools				X----	--------	----X						
15. Pegasus to Award SAA Scholarship											X	X
16. Obtain ethnic composition of "non-targeted" schools	X											

Chart #3

Page 3

Unit: Relations with Schools

Date: August 1985

II A-D

1985-86
Schedule of Activities

Program Activities/Events

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Measurement of Outcomes #1-16						X						X
Progress Reports #1-16						X						X
Final Report #1-16		X										

Chart #3

Page 4
Unit: Relations with Schools
Date: August 1985

1985-86
Schedule of Activities

III A-E

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Visit Community Colleges	X--	----	----	----	----	----	----	----	----	----	----	--X
2. Transfer Center	X--	----	----	----	----	----	----	----	----	----	----	--X
3. "Answers for Transfers"					X--	----	----	----	----	----	X	
4. Involvement in assigned and selected CC's	X--	----	----	----	----	----	----	----	----	----	----	--X
5. Disseminate articulation information at LACCD	X--	----	----	----	----	----	----	----	----	----	----	--X
6. Santa Monica								X				
7. Re-entry/Development	X--	----	----	----	----	----	----	----	----	----	----	--X
8. Publications/Articles			X									

E. STUDENT LIFE UNITS

Career Planning and Placement Center

Counseling Center

Cross Cultural Center

Disabled Student Services

Financial Aid

Housing/Food Services

International Services

Student Activities

Student Support Services

University Center

Women's Resource Center

CAREER PLANNING AND PLACEMENT
CENTER

Chart #1

Page 1

Unit: CPPC

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
1. Provide Career Planning Workshops to freshmen and sophomore students	1. To provide information to all SAA students on the relationship between undergraduate major & career choice.	1. SAA and non-SAA students	1. To increase greater awareness and realistic planning in selecting and pursuing reasonable career goals. To decrease poor choice selection of a career by SAA students.	1. Yes	1. Yes	1. Yes
2. Provide Career Planning Workshops to new transfer students	2. To assist all SAA transfer students in choosing an undergraduate major. To assist all SAA transfer students in developing a career plan.	2. SAA and non-SAA students	2. To assist students in deciding a major. To increase the number of SAA transfer students who utilize CPPC services and to participate and guide SAA transfer students in defining their career goals. To provide information regarding the career options.	2. No	2. No	2. No
3. Provide Career Planning Workshops to junior and seniors	3. To assist all SAA students develop specific career and graduate school plans.	3. SAA and non-SAA students	3. Clarification and implementation of career goals.	3. Yes	3. Yes	3. Yes
4. Provide graduate and professional school programs	4. To obtain information on graduate and professional schools	4. SAA and non-SAA students.	4. Identification and formulation of graduate school plans and strategies.	4. Yes	4. Yes	4. Yes

Page 2

Unit: CPPC

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
5.Implement minority student day-on-the-job programs.	5.To provide contact with employers and their industry.	5. SAA	5.Exposure to career opportunities in business and industry.	5. Yes	5. Yes	5. Yes
6.To provide Job Search Resume & Interview Techniques workshops.	6.To provide job placement workshops	6.SAA and non-SAA	6.Identification and implementation of job search resume and interview technique plans.	6. Yes	6. Yes	6. Yes
7.Provide contact with Alumni professionals.	7.Opportunity to meet SAA role models.	7. SAA	7.Develop contacts with alumni professionals in various career areas.	7. Yes	7. Yes	7. Yes
8.Mentorship Program.	8. Match with mentor from private industry	8. SAA	8.Exposure and particiapation with UCI faculty and staff.	8. No	8. No	8. No
9.Individual and/or group counseling.	9.Career Counseling	9. SAA	9.Clarification and formulation of career goals with a counselor.	9. Yes	9. Yes	9. No
10.Additional CPPC/SAA program activities.	10.Related CPPC/SAA programs	10. SAA and non-SAA	10.Exposure to additional CPPC program activities.	10. Yes	10. Yes	10. No
11.Development of two career oriented minority student organizations: A.Minority Business Assoc B.Mexican American Engr. Society.	11.To increase career awareness and options for SAA students	11.All SAA	11. A. Clarification of the possible career options in business & industry. B. Develop career networks. C. Assist in the selection of summer or full-time employment	Yes Yes Yes	Yes	Yes

Char

Page 3

Unit: CPPC

Date: August 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
12. Business career forums for SAA students	12. To sponsor, co-sponsor and promote business career forums for SAA students.	12. All SAA	12. A. Increased awareness of career possibilities in business and industry. B. To work closely with corporations to promote career forums (Citicorp, Xerox, ARCO and the council on career development for minorities).	Yes Yes	Yes Yes	Yes
13. Summer institutes in Public Policy (sponsored by the Alfred P. Sloan Foundation)	13. To promote summer institutions in Public Policy for junior SAA students.	13. All SAA	13. To successfully send SAA students to any of the seven(7) sponsored summer institutes.	Yes, we sent a total of five SAA students to Berkeley, one to University of Washington	Yes	Yes
14. Job development with a special emphasis on SAA students	14. To actively promote SAA students to employers in Business, Industry and Public Sector Employment job development	14. All SAA	14. A. To promote SAA students to public/private sector employers B. To assist in the job search plans of SAA students.	Yes	Yes	Yes, in certain cases

Page 1
Unit: CPPC
Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V.E To assist under-represented SAA students in understanding the relationship between the undergraduate curriculum & future educational and career alternativies	To provide information to SAA students on the relationship between undergraduate major and career choice.	Bob Gomez - Coordinator for CPPC staff	Career Development Workshops for SAA freshmen & sophomores	All SAA	six hours a quarter	To increase greater awareness and realistic planning in selecting and pursuing reasonable career goals	Pre and post evaluations
			Business Career Forums (when appropriate)		8-16 hours per year		Program evaluation
			CPPC student organizatio (when appropriate)		4-5 hours a month		Quarterly review with advisor.
VI.E To assist under represented SAA transfer students in understanding the relationship between an undergraduate course of study and future educational & career alternatives	To assist SAA transfer students in choosing a major. To assist SAA transfer students in developing a career plan	Bob Gomez - Coordinator for CPPC staff	Career development workshops	All SAA	6 hours a quarter	1. To assist transfer students in deciding a major Note: expected outcomes for goals VII &VIII.E are combined 2. Clarification and implementation of career goals.	Pre and post evaluations
			Business Career Forums (when appropriate)		8-16 hours per quarte		Program evaluati
			CPPC student organizatio (when appropriate)		4-5 hours a month		Quarterly review with advisor

Unit: CPPC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VII.E To assist underrepresented SAA students in understanding the relationship between an undergraduate course of study and future educational and career options.	To assist SAA juniors/seniors to develop in a comprehensive career decision making model	Bob Gomez - Coordinator for CPPC staff.	Note: Program activities for goals VII.E & VIII.E are combined) 1.Career Development workshops for junior/ seniors 2. Business Career Forums 3. CPPC student organizations 4. Summer institutes in Public Policy (sponsored by Alfred P. Sloan Foundation) 5. Provide graduate and professional school programs & information 6. Implement minority student day-on-the-job program 7. Provide Job Search Resume and Interview Techniques Workshops. 8. Provide contact with Alumni professionals	All SAA	1. 6 hours per quarter 2. 8-16 hours per quarter 3. 4-5 hours a month 4. 5 hours per quarter (winter only) 5. 6 hours per quarter 6. 6 hours per quarter 7. 2 hours per quarter 8. 1-5 hours per quarter 9. 4-5 hours per month 10. 1-3 hours per quarter	2. Identification and formulation of graduate school plans & strategies 3. Exposure to career opportunities in business and industry. 4. Identification and implementation of Job Search, Resume, and Interview Technique plans. 5. Develop contacts with alumni professionals in various career areas 6. Employer awareness 7. Clarification and formulation of career goals with a counselor. 8. Exposure to additional CPPC program activities	Pre & Post evaluations Program evaluations Quarterly Review with advisor
VIII.E To assist under-represented SAA students to develop specific educational and career goals and to formulate plan for reaching those goals.	To assist SAA juniors/seniors in developing specific employment and/or graduate school plans	Bob Gomez - Coordinator for CPPC staff		All SAA			

Page 3

Unit: CPPC

Date: August 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			9. Employer Development 10. Individual and/or group counseling 11. Additional CPPC program activities.		11. 1-5 hours per quarter		

Chart #3

Page 1
Unit: CPPC
Date: August 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Provide Career Planning Workshops to freshmen and sophomore students.	✓	✓		✓	✓		✓	✓		✓	✓	
2. Provide Careeer Planning Workshops to new transfer students.	✓	✓		✓	✓		✓	✓		✓	✓	
3. Provide Career Planning Workshops to junior and seniors				✓	✓		✓	✓		✓	✓	
4. Provide graduate and professional school programs				✓								
5. Implement minority student day-on-the-job programs.				✓	✓		✓	✓		✓	✓	
6. To provide Job Search, Resume & Interview Techniques workshops.				✓	✓		✓	✓		✓	✓	

Chart

Page 2

Unit: CPPC

Date: August 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
7. Provide contact with Alumni professionals.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Individual and/or group counseling.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.. Additional CPPC/SAA program activities.				✓	✓		✓	✓		✓	✓	
10. Development of two career oriented minority student organizations: A. Minority Business Association. B. Mexican American Engineering Society.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. Business career forums for SAA students.					✓			✓		✓		
12. Summer institutes in Public Policy (sponsored by the Alfred P. Sloan Foundation)				✓	✓		✓					

Chart [illegible]

Page: 3
Unit: CPPC
Date: August 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
13. Job development with a special emphasis on SAA students.												

COUNSELING CENTER

416

Page ____________

Unit: Counseling Center

Date: ____________

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Third-world Peer Counselor program	Provide outreach services to third-world students. Provide training to student staff. Make better contact with Third-world students.	All ethnic groups including SAA students.	Student staff received excellent training and are equipped to do counseling and workshops. Most of them will be using these skills in the future and are going to graduate school in psychology or a related field. Not many students were given "counseling", but the most impact was through contact of the Peers with organized ethnic student groups and through informal contacts.	Yes	Yes.	
Workshops on cross-cultural awareness.	Educate about cultural differences; change attitudes and tolerances. Develop appreciation of diversity.	Students, faculty, staff, administrators.	Received requests for these workshops from Affirmative Action, peer programs, residence hall staff and students, tutors and other student groups. Also included this material in courses and workshops on other topics.	Yes. Would like even more contact with staff and faculty.	Absolutely!	
Counseling the Culturally Different course. (Social Sciences 179).	Give students academic exposure to these issues.	Any interested students.	Students were very pleased with the course. This allows them to receive academic credit for material that is of interest to them.	Yes.	Yes.	

Page ____________

Unit: Counseling Center

Date: ____________

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Black women's support group	Give these students an opportunity to share and to support each other; explore issues of racism.	Black women students.	Students met regularly and worked together closely for personal support.	Yes.	No.	
Providing psychotherapy to ethnic students.	Encouraging ethnic students to use Center services for individual and group psychotherapy.	All ethnic students, including SAA.	More ethnic and SAA students use the Center because of the visibility of the Center staff and because the staff is itself ethnically diverse. There still need to be more attempts to provide alternatives to students for whom "psychotherapy" is not particularly culturally acceptable.	Yes.	YES.	
Workshops to target groups.	To provide workshops on any topic (eg, stress, anxiety, relationships...)	Organized groups of ethnic students.	Students tend to approach those staff they know from other contexts to provide them with workshops. This network allows the Center to make contact with many students who might otherwise not utilize services.	Yes.	Yes, and we will be asking more groups what they might like from us.	

Page ____________________

Unit: Counseling Center

Chart #2

Date: ____________________

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
	Continue activities from 1984-5. (See Chart 1).						
	New activites:						
	Teach Asian-American Psychology course, including focus on Pilipinos.	Awakuni	Academic course.	All students.	Winter quarter/ 10 weeks	Students will learn about other cultures which will affect their willingness and abilities to interact with others	Test results. Student report.
	Increase contact with ethnic students	Task Force.	Rowe, Romero and Awakuni have 4 hours/ week for informal student contact.	Ethnic students, including SAA.	All year.	Increased contact. More students receiving services.	Number of students receiving therapy and participating in Center programs.

CROSS-CULTURAL CENTER

420

Chart #1

Page 1

Unit: Cross-Cultural Center

Date: December 15, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Orientation Week						
1. Success Guidance Workshop	1. To provide information on academic support services in the area of tutorial assistance, special services, learning skilss, financial aid.	1. All new EOP/SAA students cosponsored by EOP, Special Services, Academic Advisors, CCC.	Increased Awareness of academic support services.	YES	YES	YES
2. Cross-Cultural Center Open House	2. To provide an opportunity for SAA students to interact with 3rd World students, faculty & staff.	2. New EOP/SAA students 3rd World faculty & staff.	2. Knowledge of who's who on campus - a sense of belonging to the UCI community.	YES	YES	YES
3. Third World Organization Potluck	3. Third World organization potluck/ orientaion sessions.	3. New and returning SAA students.	3. Decreased feelings of alienation on the part of incoming SAA students. Opportunity for continuing students who are not involved in any of the activities offered by these groups to become so.	YES	YES	YES
Cross-Cultural Center						
1. Leadership Class	1. To increase understanding of leadership styles,	1. All students with special emphasis.	1. More 3rd World students in campus leadership positions and increased utiliza-	YES	YES	YES

Chart #1

Page 2

Unit: Cross-Cultural Center

Date: December 15, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Cross-Cultural Center cont'd						
1. Leadership Class	1. and campus resources. To increase understanding and utilization of academic and career planning services.	1. on freshmen and sophomores.	1.tion of academic and career planning services.	YES	YES	YES
2. Monthly Newsletter	2. To serve as a Third World community information network and to include information on services offered by academic & academic support units.	2. Third World students, staff, and faculty & all academic and student services units.	2. Better information flow of porgrams, services, important deadlines, and employment opportunities.	YES	YES	YES
3, Brown Bag Series	3.To increase interaction between SAA students, and faculty. To broaden students' views of the outside world.	3. UCI faculty & staff. Members of the private sector. All students with emphasis on topics which will outreach to entire ethnic student community.	3. Greater interaction between SAA students and faculty members.	YES	YES	YES

Chart #1

Page 2

Unit: Cross-Cultural Center

Date: December 15, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
4. Minority Programs Comm.	4. To provide monetary support for programming efforts of Third World student groups and to increase number of campus programs with a cultural emphasis.	4. Third World campus student organizations and other campus units who design programs with a cultural emphasis.	4. Increased number of SAA students who become involved with program planning or who participate in campus activities. Also greater encouragement for other campus units to design programs with a cultural emphasis.	YES	YES	N/A
5. Annual Cultural events (Black History Month, Asian Week, Cinco de Mayo)	5. To promote an awareness of the contributions of different ehtnic groups to history, art, and science as well as to celebrate cultural customs and tradititons.	5. Entire campus.	5. A reinforcement of cultural identity and a better awareness of the greater campus community of the impact that Third World groups have made to society.	YES	YES	N/A
6. Black Awards Banquet Chicano/Latino Graduation	6. To celebrate the graduation of Black & Chicano/Latino students and to award spefic students for outstanding achievements.	6. Senior Black and Chicano students. *The Black Awards ceremonies also honor outstanding Black Freshmen, Sophpmores, Juniors.	6. An event for Black and Chicano students to look forward to as they progress through the university.	YES	YES	YES

Page 1

Unit: Cross-Cultural Center

Date: December 15, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV.B./VI.B To develop and enhance underrepresented students sense of academic responsibility. (Freshmen Transfer students)	Teprovide information on academic support services in the area of tutorial assistance, learning skills, speical services, financial aid.	Paris Williams Joe Mestas	Orientation Week Success Guidance Workshop	New EOP SAA students.	1 day per academic year.	Increased awareness of academic suppor services.	Written Evaluation following workshop tracking of students who attended.
	To provide an opportunity for SAA students to interact with Third World faculty, staff and studetns.	Paris Williams	Cross-Cultural Center Open House	New EOP SAA students.	1 day per academic year.	Knowledge of who's who on campus - asense of belonging to the UCI community.	Written Evaluation
IV.V.VI. VII.D. To enhance the social adjustment and underrepresented SAA students to the university.	To provide information on the activities sponsored by Third World student organizations & to introduce incoming SAA students.	Various organization presidents.	Third World Organization Potluck.	New and returning SAA students	1 day per academic year.	Decreased feelings of alienation on the part of SAA students Opportunity for students to become involved.	Number of students who these sessions who join or become involved with these organizations.

Page 5

Unit: Cross-Cultural Center

Chart #2

Date: December 15, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
			Cross-Cultural Center				
	To publicize social activities sponsored by ethnic student organizations. To advertize campus involvement opportunities.	Paris Williams	Monthly Newsletter	Third World faculty staff and students.	Monthly	Increased social involvement within the university.	Number of students who found out about activities through newsletter.
	To provied monetary support for programs with a social emphasis (potlucks, dances, meetings.)	Paris Williams	Minority Programs Committee	Third World student groups.	Weekly	Increase SAA participation in social Activities sponsored Third World student organizations.	Number of new "faces" who attend group sponsored activities.
	To increase interaction between SAA studetns and faculty. To broaden students' views of the outside wourld.	Paris Williams	Brown Bag Series	UCI community. Private sector.	Monthly	Greater interaction between SAA students and faculty.	Number of students who attend lecture.
	To promote an awareness of the contributions of different ethnic groups to history art, and science as well as to celebrate cultural customs and traditions.	Paris Williams	Annual Cultural Events- Black History Month Asian Week & Cinco de Mayo	Entire campus	Week to Month / year	A reinforcement of cultural identity and a better awareness of the impact that 3rd World groups have made.	Difficult to measure.

Page 6

Unit: Cross-Cultural Center

Date: December 15, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V.VI.VII.E To assist underrepresented students in understanding the relationship between an undergraduate course of study and future vocational goals.	To provide information and practice on career planning and career development.	Paris Williams	Leadership Class	All students w/ emphasis on SAA.	1 per quarter	Earlier awareness of SAA students of planning future career and academic goals. Increased utilization by SAA students of career planning resources.	Number of students who make appointments with career counselors.
	To provide interested students with information on various graduate school programs, scholraships and employment opportunities.	Paris Williams	Workshops/Presentations	All interested students; geared toward those students who frequent CCC.	1 per Month	Greater knowledge of the variety of graduate and professional programs.	Number of students who attend workshops, written evaluation of workshops.

Chart #2

UCI SAA Goals	Tour Pr Obje
V.VI.VII.E	
To assist underrepresented students in understanding the relationship between an undergraduate course of study and future vocationa goals.	To pro tion an on care and ca lopmer
	To prov ed stud inform various school scholra employ tunitie

Chart #3

Page 7

Unit: Cross-Cultural Center

Date: Deember 15, 1985

1985-86
Schedule of Activities

Program Activities/Events

CROSS-CULTURAL CENTER	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Succes Guidance Workshop			X									
2. Cross-Cultural Center Open House			X									
3. Minority Programs Comm.			X	X	X	X	X	X	X	X	X	X
4. Brown Bag Series			X	X	X	X	X	X	X	X	X	X
5. MPC Orientation				X								
6. Rainbow Festival				X								
7. "Dress for Success"				X								
8. "Career Choices: Ethical and Moral Responsibilities					X							
9. Canned Food Drive					X							
10. "Just Wanna Have Fun Dance"						X						
11. Third World Christmas Feast						X						
12. Martin Luther King, Jr. Symposium							X					
13. Asian-Pacific Awareness Conference							X					
14. Black History Month								X				
15. Asian Week										X		
16. Career Planning Workshop										X	X	X
17. Student Organization Recognition Night											X	
18. Cinco de Mayo											X	
19. Black Awards Banquet												X
20. Chicano/Latino Graduation												X

DISABLED STUDENT SERVICES

Unit: Disabled Student Services

Chart One

Date: December 12, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
IV.B. V.B. VI.B.	1. Provide academically related support services which enhance disabled SAA students' sense of academic responsibility.	1. DSS staff	1a. Provide academic support services as required by the student's disability (e.g. notetakers, readers, interpreters, etc.)	1a. Disabled students who request such services Approx. 3% will be SAA students.	1a. Throughout academic year as needed	1a. Students will utilize support services when appropriate. Use of services will enhance students' academic performance.	1a. Students will be asked to rate the effectiveness and usefulness of the support services rec'd.
			1b. Refer students to other campus programs (eg. TAP, Learning Skills, Special Services, Academic Advising, etc).	1b. Same as 1a.	1b. Throughout academic year as needed	1b. Students will follow-through on referrals and use other campus services appropriately. Use of services will enhance students' performance.	1b. Students will be asked to evaluate their use of other campus programs and services.
			1c. Follow-up with students who are having academic difficulties. Make referrals to academic counselors, TAP, Special Services Learning Skills, etc, and re-examine use of support services.	1c. Disabled students who are having academic difficulty. Less than 1% will be SAA students.	1c. Throughout academic year as needed	1c. Follow-through by students will enhance their academic performance.	1c. Monitoring of grades quarterly. Reports on academic probation and dismissals will be monitored.

Unit: Disabled Student Services

Date: December 12, 1985

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
IV.D. V.D. VI.D.	1. To enhance the social adjustment of disabled SAA students to the university.	1. Counselor for Disabled Students	1. Provide counseling for disability management in a college environment.	1. Disabled SAA students Approx. 2% will be SAA students	1. Throughout academic year as needed.	1. Students will have more realistic ideas about their ability to be independent, will have identified necessary skills to be independent.	1. Student feedback
	2. To increase the opportunities for disabled SAA students to participate in the university environment.	2. Program director and DSS staff	2a. Maintain information in the office regarding opportunities for campus participation.	2a. Disabled SAA students Approx. 5% will be SAA students	2a. Throughout academic year as needed.	2a. Students will gain information and make use of it in pursuing information.	2a. Student feedback
			2b. Make information on opportunities for participation available through a quarterly newsletter.	2b. Same as 2a.	2b. At least quarterly.	2b. Students will gain information and make use of it in pursuing information.	2b. Student feedback

Unit: Disabled Student Services

Chart One

Date: December 12, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
III-E	1. To participate in intersegmental meetings aimed at enhancing the transfer process for disabled students.	1. Program director	1a. Attend intersegmental meetings throughout the year	1a. N/A	1a. Annually	1a. Community college staff will be more knowledgeable of needs of disabled SAA students	1a. N/A
			1b. Meet with disabled student services staff from feeder community colleges.	1b. N/A	1b. Annually	1b. Community collge staff will provide disabled students with information and referrals to UCI for transfer assistance.	1b. N/A

Unit: Disabled Student Services

Date: December 12, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
III-E:												
Attend community college intersegmental meetings				←	—	As scheduled	—	—	—	→		
Meet with disabled student staff at community colleges			←	—	—	As scheduled	—	—	—	—	→	
IV/V/VI-B:												
Provide academic support services			←	—	—	—	—	—	—	—	—	→
Make academically related referrals			←	—	—	—	—	—	—	—	—	→
Followup with students in academic difficulty				←	—	—	—	—	—	—	—	→
IV/V/VI-D:												
Disability managment counseling	←	—	—	—	—	—	—	—	—	—	—	→
Participation information			←	—	—	—	—	—	—	—	—	→

FINANCIAL AID

437

Chart #1

Page ______________

Unit: Financial Aid

Date: ______________

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
PARTNERSHIP	PLAN AHEAD AWARENESS MOTIVATION FOR A COLLEGE ED.	JR. HIGH	AWARENESS - ABILITY TO PLAN	YES	YES	ALL OF OUR ACTIVITIES ARE PARTICULAR TO F.A. - IF OTHER UNITS COULD TRANSLATE OUR TYPE OF ACTIVITY TO MEET THEIR OBJECTIVES -- YES OUR ACTIVITIES SHOULD BE DUPLICATED.
SCHOLARSHIP APP. & POSTER	ENROLLMENT RETENSION	ENTERING CONTINUING	AWARENESS ABILITY TO PAY	YES	YES	
F.A. HANBOOK	"	"	"	YES	YES	
F.A. AWARENESS WEEK	AWARENESS, ONE ON ONE COUNSELING	CONTINUING	"	YES	YES	
CELEBRATE, SPOP. Uni-PREP, O week	"	ENTERING CONTINUING	AWARENESS - ABILITY TO PLAN	YES	YES	
T.A.P.	SATIS. ACA. PROGRESS	CONTINUING	SATIS. ACA. PROGRESS RETENSION	YES	YES.	
F.A. - ON-SITE Need ANALYSIS	AWARENESS ONE-ON-ONE COUNSELING ABILITY TO PLAN	TARGETED HI-SCHOOL	AWARENESS - ABILITY TO PLAN ENROLLMENT	YES	YES.	
HIGH SCHOOL VISITS	AWARENESS	AT HI-SCHOOL REQUEST	AWARENESS	YES	YES	

Page ____

Unit: Financial Aid

Date: ____

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
I. A. 1-3	Motivate students to obtain a post-secondary education	Assoc. Director F.A. Counselors Partnership Interns	Meet with interns to disseminate information about Fin. Aid. Handout	Jr. High Students	As needed	Awareness of F.A. Programs. Preparedness towards deadlines, and application procedure	Audience respence. Internal evaluation
II. A. 1-4 B. 2 D. 1-5	Enrollment Retention	Director & Associate Director	1. Scholarship App. to all incoming Freshman, High School and to ORSC.	1. New & Cont. UCI Students	1. Nov - Jan.	1. Awareness	"
			2. Handbook to all admission applicants.	2. New & Cont. UCI Students	2. Dec - April (available all yr)	2. Gen. info. dissemination, & application procedure.	
			3. F.A. Awareness Week	3 UCI Students	3. Jan.	3. Meet deadlines, & awareness	
			4. Presentations during SPOP, O'week, Uni-prep. and Celebrate UCI.	4. Groups associated with these events.		4. Awareness, planning	
			5. TAP	5. Students in need of TAP	5. Sept. - June	5. Satisfactory Academic Progress.	
			6. Portable computer for on-site need analysis.	6. Targeted High Schools	6. Oct. - Feb.	6. Advance financial planning.	
			7. High School F.A. nights.	1. At a High School Request	7. Oct. - Feb.	7. Awareness	
III. A.B. 1.2. E. 1. 2	Enrollment	Counselors	1. Transfer Day 2. Com. Col. visits	C.C. Transfer student		Enrollment	"
IV. A. 2 D. 1-3 E. F. (Same for V, VI, VII., & VIII.)	Scholarship Ability to pay	Schol. Coor. Counselors Assoc. Direc.	Scholarship App. Budget Update	All Students	Nov. - Jan Jan. - June	Enrollment	"

Chart #3

Page: __________

Unit: __________

Date: __________

1985-86

Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
INTERNS - PARTNERSHIP												
SCHOLARSHIP APP.					—	—	—					
F.A. HANDBOOK (ONGOING)						—	—	—	—	—		
F.A. AWARENESS Week							—					
CELEBRATE UCI										—		
SPOP Uni-Prep.	—	—										
O Week			—									
T.A.P.			—	—	—	—	—	—	—	—	—	—
F.A. ON-SITE Need ANALYSIS				—	—	—	—	—				
HIGH SCHOOL VISITS				—	—	—	—	—				

HOUSING FOOD/SERVICES

444

Unit: Housing and Food Services

Date: 8/29/85

1985-86

SAA Program Activities

UCI SAA Goal/Obj	Program Objectives	Program Activities	Program Participants	Expected Outcomes	Measurement of Outcomes
Staff sensitive to differences	support for SAA students	Festive ethnic dinners are offered to all residence hall students in the board operations in Mesa Court and Middle Earth. These dinners include: Cinco de Mayo, Hanukah, Chinese New Year, Black History Week, Hawaiian Aloha, Octoberfest, St. Patrick's Day, and Thanksgiving.	All students and staff who choose to participate. Primarily for the 1550 students who live in the Mesa Court and Middle Earth communities.	These dinners give the students a taste and sample of other cultures, ethnicity and some foods that are traditional to that culture.	
		Student Managers and student employees for UCI Dining Service.	About 100 students of both sexes and all ethnic backgrounds are employed during the academic year.	Re-employment, new employment and some mgmt. entry programs for students who want to pursue food service as a career.	

Unit: Housing and Food Services
Date: 8/29/85

1985-86
Schedule of Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
Festive ethnic dinners.			←	—	—	—	—	—	—	—	—	→
Measurement of Outcomes												
Progress Reports												
Final Report												

Housing and Food Services
Unit: Mesa Court
Date: 8-21-85
White + Milton

1985-86
Schedule of Activities

'rogram Activities/Events

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SIERRA CLASS			x	x	x	x	x	x	x	x	x	x
LAGO CLASS			x	x	x	x				x	x	x
Student Staff Training			x				x			xx	x	x
Spanish/English Class			X	X	X	X	X	X	X	X	X	X
Student Staff Selection							x	x				
Committee & Job Placement			x	x								
Cultural Celebrations												
1) Rainbow Festival				x								
2) Black History Week								x				
3) Cinco de Mayo											x	
4) Asian Week										x		
Hall Workshops			x	x	x	x	x	x	x	x	x	x

Unit: HOUSING SUPPORT SERVICES

Date: August 15, 1985

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
(1) To increase SAA student enrollment and retention where an under-representation exists.	To increase new students understanding of housing options at UCI	Director, Housing Support Services	Housing Outreach Program (a joint activity with the offices of ORSC EOP/SAA, New Student Services).	New Students	Outreach Activities Nov-March	Increase understanding of Housing in the community and on campus and understanding of new procedures for On Campus Housing.	Number of students who apply for housing and number of students who participate in outreach program.
(2) To increase SAA student enrollment and retention in academic units where an under-representation exists	To increase the # of new students who are able to live on campus at UCI	"	On-going enrollment/activities in program offices/ Housing Dept.	EOP/SAA students, Regent Scholars, EAP, Honor Intern'l Disabled & P.E. students	Oct-Aug	1. Personal contact with students 2. Increase in #SAA students who meet criteria of programs.	1. #'s who applied and reserved housing reservation for fall, 1986
(3) To increase SAA student enrollment and retention in academic units where under-representation exists.	To encourage continuing students who are either Regent Scholars or Disabled Students to continue in undergraduate Housing.	"	Activity is in form of an announcement given to students prior to the Continuing Students Lottery	EOP/SAA and all continuing Disabled & Regent Scholars	Feb.	Retention in Housing and student continues Education at UCI.	1. #'s who apply and reserve housing reservation for fall, 1986.
(4) To enhance the social adjustment or under-represented SAA transfer students to the University	To increase the # of Community College transfer students who are able to live on campus.	"	On-going enrollment/ activities in program offices/Housing dept.	EOP/SAA students, Regent Scholars, EAP, Honor Intern'l Disabled P.E. Students	Oct-Aug.	1. Personal contact with students. 2. Increase in number of SAA students who meet criteria of programs	1. #'s who applied and reserved housing reservation for fall, 1986

451

452

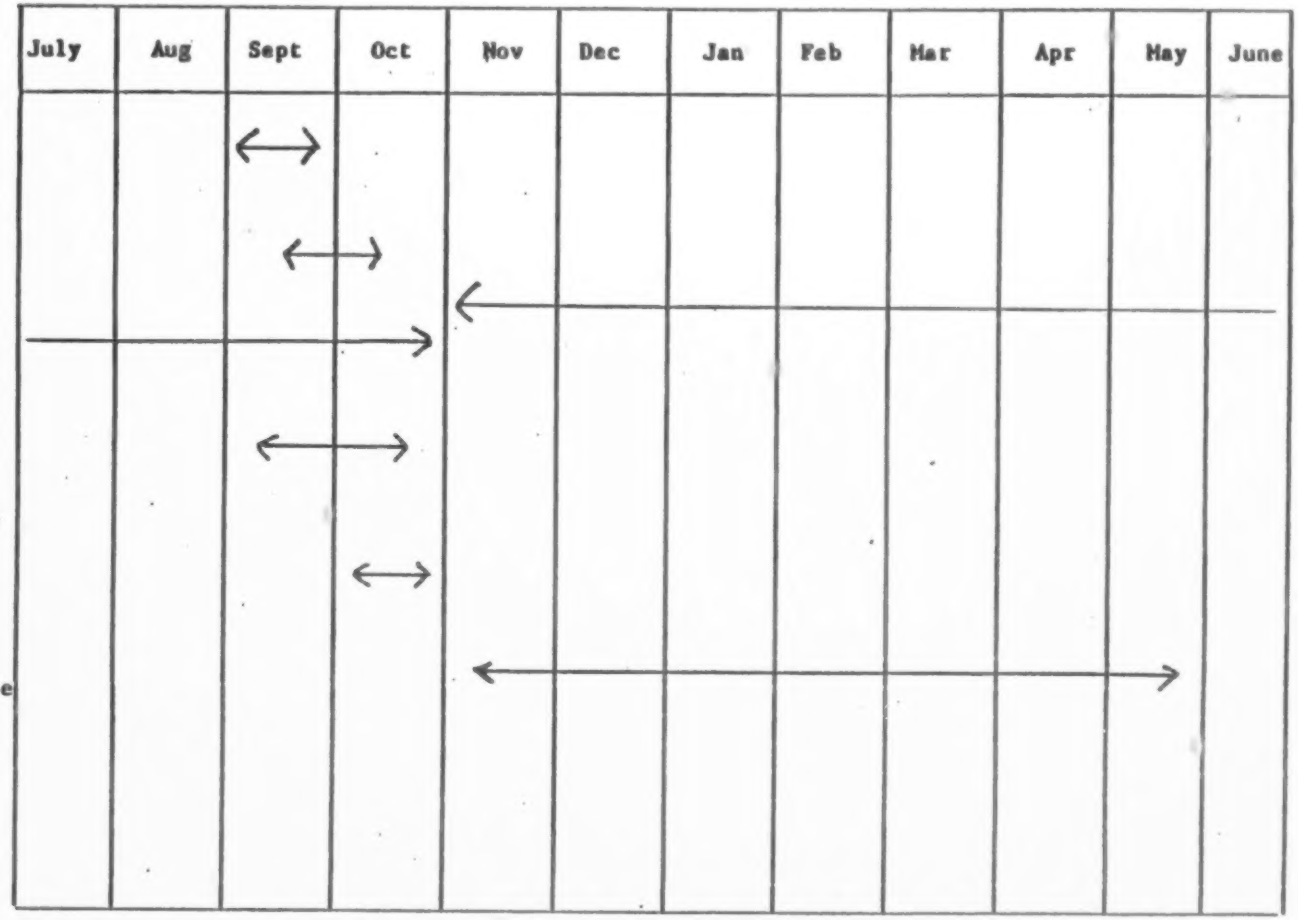
Unit: On-Campus Housing Office
Housing Support Services

Date: August 15, 1985

1985-86
Schedule of Activities

Program Activities/Events

- Housing Reservations for 10 priority programs determined
- announcements made
- recruitment begins/continues/ends
- Outreach and recruitment third world populations for Housing Outreach Program
- Training and selection of Housing Outreach Program participants
- Joint program with ORSC to house one night host stayovers in the residence halls



were not planned prior to the start of the 1984/85 school year

Program Activity	Program Objective(s)	Target Group	Was This Activity Implemented?	What Were Outcomes?	Will This Activity be Continued for 1985/86	Other Relevan Comments
(1) Cinco de Mayo celebration	To allow Mesa Court Residents & Staff to experience the history, music and traditions of this holiday	Mesa Court Residents and Staff.	Yes!!!	**Positive:** Many students/staff who did not participate in the campus-wide celebration of Cinco de Mayo were exposed to what this holiday is all about through the celebration at M.C. **Negative:** None	Yes, also activities will be planned in conjunction with Black History Month, Asian Week, etc.	
(2)				**Positive:** **Negative:**		

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measureme of Outcomes
IV, V , VI D-F	To increase cultural awareness by tying in Mesa Court programs with existing campus-wide programs	Mesa Court Staff	- Rainbow Festival cultural displays -Black History Month celebration -Asian Week celebration -Cinco de Mayo celebration	Mesa Court Residents & Staff	various times throughout year	participation of Mesa Court Residents and staff in these important cultural celebrations	Collect Data
	To allow hall residents to actively participate in workshops on cultural awareness & ethnic sensitivity	Mesa Court Staff & Counseling Cent. Staff	In-Hall workshops and weekend retreats	Hall Residents	various times throughout year	see objectives	Program Evaluations

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
IV, V, VI D-F	4-5 class sequence on awareness of cultural issues and ethnic sensit.	Jeff Milem/ Jim Craig	SIERRA CLASS	Hall Resid	3 quarters	see objectives as well as develop support systems and increased awareness among hall residents.	Student Housing survey
		Lori White	LAGO CLASS	Hall Resid	2 quarters		Class Evaluations
	representation of SAA students in application pools and on selection committees.	Mesa Court Staff	STUDENT STAFF SELECTION -Resident Assistants -Programming Assistants	SAA Stud.	Fall, Winter & Spring	Increased SAA student representation in positions.	Collect Data on
	insure rep. of SAA students in student jobs, complex-wide comm. and leadership pos.	Mesa Court Staff	JOBS: Conference Assits. Office Workers Cave Hosts Casual Maintenance Committees: Judicial-Advisory Board Diner's Club	≃ 100 Mesa Court Res. (20% 3rd World Stus.)	Ongoing	racially balanced committees; employment opportunities; and leadership positions.	Collect Data
	knowledge & understanding of Hispanic Culture	Mesa Court Staff	SPANISH/ENGLISH CLASS	Hispanic & Anglo M.C. Staf	Year - Long	better communication with Hipanic residents and staff	collect data
	more effective commuication of RAs when dealing w SAA resdients	Mesa Court Staff	STUDENT STAFF TRAINING -1 workshop per quarter on cultural awareness -1 worshop during selection SPRING QUARTER CLASS	23 RAs	various times throughout year	see objectives	Staff observations and student evaluation

Unit: Middle earth

Date: July 29

ASSESSMENT SHEET F[illegible]84/85 SAA ACTIVITIES

Note: Please list any program activities that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year

STUDENT PROGRAMS

Program Activity	Program Objective(s)	Target Group	Was This Activity Implemented?	What Were Outcomes?	Will This Activity be Continued for 1985/86	Other Relevant Comments
International Potluck	To increase awareness of differences	Residence hall students	Yes	(+) very positive	Yes	
Mexican Fiesta	To increase awareness and offer support	Residence hall students	Yes	(+) very positive	Yes	
El Norte & Ballad of Gregorio Cortez	To provide a quality cultural experience	Residence hall students	Yes	(+) very positive	Yes	
East/West German Slide Show	To increase awareness of other places/people	Residence hall students	Yes	(+) very positive	Yes	
Japan Town Tour	To increase awareness & offer support	Residence hall students	Yes	(+) very positive	Yes	
Hanukah Celebration	To offer support & increase awareness	Residence hall students	Yes	(+) very positive	Yes	
Hawaiian Luau	To increase awareness	Residence hall students	Yes	(+) very positive	Yes	
Asian American Identity	To increase awareness, offer support and develop community	Residence hall students	Yes	(+) very positive	Yes	
African Hunger Banquet	To increase sensitivity & awareness	Residence hall students	Yes	(+) very positive	Yes	
Residentially based Freshman programs on cultural awareness	To increase awareness & promote acceptance	Shire/Hobbiton Halls	Yes	(+) very positive	Yes	
Festive Ethnic Dinners	To increase awareness & provide support	Residence hall students	Yes	(+) very positive	Yes	

Unit: Middle Earth

Date: July [illegible]5

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list any program activities t[illegible] occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year

STAFF TRAINING

Program Activity	Program Objective(s)	Target Group	Was This Activity Implemented?	What Were Outcomes?	Will This Activity be Continued for 1985/86	Other Relevant Comments
Training Class on Cultural Awareness	To develop knowledgeable & effective student staff	Student Staff	Yes	(+) positive	Yes	
Outreach & Recruitment of 3 world students for staff positions VIA campus media, cross cultural center, student activities	To diversify staff	UCI students	Yes	(+) positive Staff Representation: 1 Black 1 Mexican-American 2 Asians 1 Columbian 2 Caucasians	Yes	
In-service training on Cultural Perspectives	To ensure quality programs	Student Staff	Yes	(+) positive	Yes	
Vietnamese Culture Workshop	To increase awareness to offer support	Professional Staff	Yes	(+) positive	Yes	
Cinco De Mayo	To increase awareness & offer support	Professional & Student Staff	Yes	(+) positive	Yes	
Staff Training Selection All staff & students involved in selection process are trained on SAA issues and ethnic differences	To ensure ethnic representation of staff	Professional Staff & student interviewers	Yes	(+) positive	Yes	

Unit: MIDDLE EARTH HOUSING

Date: 7-30-85

Chart One

UCI SAA PROGRAM ACTIVITIES · FOR 1985-86

UNIT'S PROGRAMMING GOALS 85-86	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
Facilitate 3rd world student interaction & provide opportunities for their growth and development	1) Include cultural awareness in program development in our expectations of staff during fall workshop	Preston and Karen	To be developed	Student Staff: RS, CP, and LP	Fall Quarter	Awareness/Sensitivity	Program Delivery
	2) Include a session on cultural awareness and programming in the RS spring class	Preston	To be developed	Resident Staff	Spring Quarter	Awareness/Sensitivity	Outreach efforts and evaluation
	3) Reinforce the concept of cultural awareness throughout weekly student staff meetings and professional staff meeting	Preston and Karen	To be developed	Student Staff: RS, CP & LP	Weekly Meetings	Awareness/Sensitivity	Program Delivery
Establish a formal means of providing programs & activities to meet the personal, social, recreational, & educational interests & needs of our 3rd world residents	Appoint advisor from the professional staff to advise & promote the formation of culturally based programs	Karen and Preston	To be developed	3rd world residents	Monthly	More involvement of 3rd world residents & more programs that support these groups	Program Delivery

Unit: MIDDLE EARTH HOUSING

Chart One

Date: 7-30-85

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UNIT'S PROGRAMMING GOALS 85-86	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
Work with 3rd world groups in planning & coordination of programs, and the promotion of a positive cross-cultural exchange among representative population in our community	1) Encourage 3rd world groups to attend complex meetings and activities	Karen and Preston	To be developed	3rd world Residents	On-going	More involvement of 3rd world residents & more programs that support these groups	Program Delivery
	2) Meet with 3rd world groups to workout the details of their programs/activities	Karen	To be developed	3rd world Residents	As needed	Quality Programs	Number of quality programs
	3) Provide training in the area of programming to 3rd world groups	Karen	To be developed	3rd world Residents		Quality Programs	Quality programs evaluation
	4) Help coordinate & plan cross-cultural exchange among groups in our community	Preston and Karen	To be developed	Total Community		Quality contacts and interactions	Community that develops
Become familiar with 3rd world campus departments, programs & activities as well as resource contact persons	1) Be informed & give information on various issues impacting 3rd world residents	Total Staff	To be developed	Professional Staff	As needed	Awareness	Quality of comments at meeting
	2) Keep posted material regarding 3rd world community up to date	Karen	To be developed	Total Community		Awareness	Walk-thru

Unit: MIDDLE EARTH HOUSING

Date: 7-30-85

Chart One

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UNIT'S PROGRAMMING GOALS 85-86	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency Duration Of Program Activity	Expected Outcomes	Measurement of Outcomes
Continued from page 2	3) Encourage cross programming efforts with 3rd world deaprtments and programs	Preston	To be developed	Total Campus 3rd world Community		Quality intersection with other departments	Number of programs and quality

Unit: MIDDLE EARTH

Date: Muly 31, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
STUDENT PROGRAMS	←	—	—	—	—	—	—	—	—	—	—	→
STAFF TRAINING:												
1) Spring training class for student staff										←	—	→
2) Outreach & recritment to 3rd world students for staff positions							←	→				
3) Inservice training on cultural perspectives					←→			←→				
4) Staff selection training on SAA issues/ ethnic differences								←→				

INTERNATIONAL SERVICES

472

Chart #1

Page 1

Unit: International Services

Date: 8/29/85

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
International Day			We were unable to proceed with this event this year due to lack of staff time available	No	We hope to replicate this event.	Yes.

Page One
Unit: International Services
Date: 8/29/85

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IVD			International Day	SAA Clubs	1 Day	Increased participation.	Larger numbers of student groups participating
			Nontraditional Orient. and follow-up (Cooperative program with ORSC)	SAA students	1 Day (fall) 1 Day (winter)	Increased retention of SAA students who are older.	Retention numbers

Chart #3

Page One

Unit: International/Nontradition. Services

Date: 8/29/85

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Program Activities/ Events												
International Day												
Planning	→	→	→	→	X							
Notices												
Event							X			X		
Nontraditional												
Planning	X-Orientation											
Notices			X-orientation									
Event			X "	X-orientation			X-follow-up meeting					
Progress Reports						X-Follow-up meeting			X			
Final Report									X		X	

STUDENT ACTIVITIES

Chart #1

Page

Unit: Student Activities

Date: August 1, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Work with Black Greek Coordinating Council in an advisory capacity	To develop an organizational body comprised of representatives of the 5 Black Greek organizations.	Black Greeks	Anticipated: Increased membership in Black Greek organizations. Unanticipated: Build basic levels of communication between and among Black Greek organizations	Partially	Yes	
Schedule specific cultural programs on a quarterly basis in the University Center that relate to the needs of SAA students.	To increase the availability of culturally diverse activities which enhance the social adjustment of SAA students	SAA students	Anticipated: Involve a greater number of SAA students in the programs and activities of the University Center.	Yes	Yes	
Provide office/work space in the Student Activities Office for SAA student organizations	To increase the amount of interaction between SAA students and their organizations and other students and their organizations	SAA student organizations	Anticipated: Involve a greater number of SAA students in the programs and activities of the Student Activities Office	Yes	Yes	
Continue to provide staff support to the Minority Programs Committee weekly meetings	To outreach directly to SAA students and their organizations	SAA student organizations	Anticipated: Involved a greater number of SAA students in the programs and activities of the Student Activities Office	Yes	Yes	

Page

Unit: Student Activities Office

Chart #2

Date: August 1, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
To increase the availability of culturally diverse activities and programs in an effort to enhance the social adjustment of SAA students	To further develop the organization strengths of the Black Greek Coordinating Council	Greek Advisor (Vacant)	o Black Greeks at UCI publication o On going meetings o BGCC sponsored social activities	Black Students	On going	To develop greater strength of Black Greek organizations	Growth of membership Increased level of campus activities
	Regularly offer University Center Programs Board programs/activities that have direct appeal to SAA students and organizations	Randy Lewis	o Lectures o Films o Discussions o Debates	All SAA students	On going	To better meet the social/cultural needs of SAA students	Program participation and feedback
	Provide office/work space in the Student Activities Office for SAA student organizations	Marti Shearin/ Carol Edwards		Interested SAA student organizations	Quarterly	To better meet the organizational needs of SAA student groups	Feedback
	Provide staff support to the Minority Programs Committee weekly meetings	Marti Shearin	o Budget allocations o Program planning and review	All SAA Student organizations	On going	To better meet the social/cultural needs of SAA student organizations	Program participation and feedback

Chart #3

Page ____________

Unit: Student Activities

Date: August 1, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Black Greeks at UCI publication	X—	—	—	—								
BGCC meetings				X—	—	—	—	—	—	—	—	—
BGCC sponsored social activities				X—	—	—	—	—	—	—	—	—
University Center Programs Board activities and programs			X—	—	—	—	—	—	—	—	—	—
Office space in the Student Activities Office for SAA student organizations			X—	—	—	—	—	—	—	—	—	—
Staff support to Minority Progarms Committee (MPC)			X—	—	—	—	—	—	—	—	—	—

STUDENT SUPPORT SERVICES

482

Chart #1

Page 1 of 2

Unit: STUDENT SUPPORT SERVICES

Date: AUGUST 29, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Answers for Applicants	To help all students make a/the decision to attend UCI or another institution "right for them"	All new UCI Students	YES	YES	YES	YES
WSS Info Booth	To increase the use of academic support services by all UCI students	All individuals	YES	YES	YES	YES

Chart #1

Page 2 of 2

Unit: Student Support Services

Date: August 29, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
SPOP	To increase the use of academic support services by all UCI students	All New UCI students	yes	yes	yes	yes
Uni-Prep	To increase the positive attitude of all students toward the University's social environment and get them involved	All new UCI Students	yes	yes	yes	yes
Peer Mentor Program	To increase the positive attitude of all students toward the University's social environment and get them involved	Select UCI Students	yes	yes	yes	yes
UCI on Wheels	To help all student make a/the decision to attend UCI or another institution "right for them"	All new UCI Students	yes	yes	yes	yes
New Student Services	To increase the use of academic support services by all UCI students	All new UCI student	yes	yes	yes	yes

Page 1 Of 3

Unit: STUDENT SUPPORT SERVICES

Chart #2

Date: AUGUST 29, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
II.D To increase the number of SAA students who enroll in UCI	To help all students make a/the decision to attend UCI or another institution "right for them"	All Staff	1. UCI on Wheels 2. SPOP 3. UNI-PREP 4. Answers for Applicants	All new UCI students	1. March 2. July-Aug. 3. Sept. 4. Feb.	Natural increase in number of SAA students at UCI. More successful at UCI.	All participants are asked to fill our evaluations. Also keep track of enrollment each quarter and GPA
IV.B. To enhance the SAA students' sense of academic responsibility	To increase the use of academic support service by all UCI students	All Staff	1. SPOP and Uni-Prep workshops 2. N.S.S. 3. Peer Mentor Program	1. All new UCI students 2. Select UCI students 3. Select UCI students	1. July-Sept 2. July-June 3. July-June	Students more aware of support systems on campus-positive attitudes	1. Some summer orientation research is done by questionnaire/survey 2. Evaluations 3. Evaluations by Mentors & Mentees
IV.D. To enhance the social adjustments of SAA Students	To increase the positive attitude of all students towards the University's social environment and get them involved	All Staff	SPOP and Uni-Prep workshops	All new UCI students	July-Sept.	Students more aware of social and cultural activities, and not afraid of involvment	Evaluation forms and survey

Page 2 of 3

Unit: STUDENT SUPPORT SERVICES

Chart #2

Date: AUGUST 29, 1985

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
V.B. To develop and enhance the SAA students' sense of academic responsibility	To increase the use of academic support services by all UCI students	All staff	1. N.S.S. Info booth (referrals, questions) 2. Peer Mentor Program	1. All individuals 2. select UCI students	1. July-June 2. July-June	Students more aware of academic support systems on campus.	1. Personal feedback 2. Evaluation forms
V.D. See IV.D.							
VI.B To develop and enhance the SAA transfer students sense of academic responsibility	To increase the use of academic support services by all UCI students	All staff	SPOP/Uni-Prep	All new transfers to UCI	July-Sept.	Transfer students more aware of academic support systems on campus	Evaluations forms and participant survey
VI.D. To enhance the social adjustment of SAA transfer students	To increase the positive attitude of all transfer students towards the University social environment, and get them involved	ALL STAFF	Summer Orientation Workshops	All new transfer to UCI	Sept.	Students more aware of social and cultural activities, and not afraid of involvement	Personal feedback

Page 3 of 3

Unit: STUDENT SUPPORT SERVICES

Date: AUGUST 29, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
VII.B. To develop and enhance the SAA students' sense of academic responsibility	To increase the use of academic support services by all UCI students	ALL STAFF	1. N.S.S. Info Booth (referral, questions) 2. Peer Mentor Program	1. all individuals 2. select UCI Students	July-June July-June	Students more aware of academic support systems on campus	1. Personal Feedback 2. Evaluation forms
VII.D. See IV. D.							
VIII.C. See VII.B.							

Chart #3

Page 1 Of 1

Unit Student Support Services

Date: August 29, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SPOP	X-----	-----X										
Uni-Prep			X									
New Student Services	X---	------	------	------	------	------	------	------	------	------	------	--X
UCI on Wheels									X			
Peer Mentor Program	X---	------	------	------	------	------	------	------	------	------	------	--X
Answers for Applicants								X				
NSS Info Booth	X---	------	------	------	------	------	------	------	------	------	------	--X

UNIVERSITY CENTER

492

Chart #1

Page 1

Unit: University Cente

Date: August 30, 1985

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Special meals in food areas	Food Service coordination with ethnic events	UCI campus	Increased participation by entire campus. Cultural dimension to food service	yes	yes	N/A
Provide office space	Office space for diverse student clubs	student clubs	Support operation of student clubs	yes	yes	as possible
Questionaires on music preferences	Culturally diverse music programming	Students, faculty and staff	It is impossible to measure the direct results of the program.	yes	yes	as possible
Student hiring program	Hire culturally diverse student staff	UCI students	Maintain ethnic diversity of staff.	yes	yes	yes
Provide diverse programming	Co-sponsorship of diverse proprogramming	UCI campus	Anticipated outcomes are various according to each program	Overall goals of providing diverse programming on current interests was met.	yes	yes
Computer tabs. of reservations	Maintain fac. use records	Student clubs	Measure fac. usage.	yes	yes	yes
Actual counts of building users	Traffic Survey	All users	Expected outcome was profile of use by individuals. We found that the survey was impossible to implement	no	no	not in this form

Page 1

Unit: University Center

Date: August 30, 1985

Chart #2

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
GOAL To enhance the social adjustment of SAA students toward the Univ. environment	1. Food service coordination with ethnic events	UCI Dining	Special meals, decorations	Students, faculty, staff	1 per qtr.	Add cultural food dimension to event	Food service participation
OBJECTIVES To increase the positive attitude of SAA students to Univ. social environment	2. Provide office space for stud. clubs of cultural diversity	Randy Lewis Mike Barris	Provide modular office, storage and work space	Reg. student clubs	daily for 85-86	Support the operation and organization of student clubs	Monitor use of offices by student activities
	3. Program music in Sound Connection and bldg. sound system that has cultural diversity.	Mike Barris	Surveys of desired music purchase and playing of music	students faculty staff	daily	Maintain diversity of people using facility	Response by users to music selections through monitoring of request sheets
To increase opportunities for participation in Univ. social environment	4. Hiring a culturally diverse student staff	Mike Barris	Recruiting and hiring program.	Students	ongoing	Maintain ethnic diversity of University Center student staff	Monitoring employment records
To increase the availability of culturally diverse activities	5. Co-sponsorship of programs of cultural nature	Univ. Ctr. Programs Board	Provide programs which are of interest to various ethnic populations	Students faculty staff	several per qtr.	Various depending on the program	Participation in the programs
	6. Maintain records of facilty use by ethnic groups	Ladan Hariri	Computer tabulations of reservations made by student groups	Student clubs	monthly	Develop profile of facility use by student organizations	Data collected

Chart #3

Page 1

Unit: University Center

Date: August 30, 1985

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Food Service Coordination with ethnic events				X	X	X	X	X	X	X	X	
2. Provide Office Space	X	X	X	X	X	X	X	X	X	X	X	X
3. Program music in Sound Connection and general building	X	X	X	X	X	X	X	X	X	X	X	X
4. Hire a culturally diverse student staff		X	X	X	X	X	X	X	X	X	X	X
5. Co-sponsorship of programs			X	X	X		X	X	X	X	X	
6. Maintain records of facility use by ethnic groups	X	X	X	X	X	X	X	X	X	X	X	X

WOMEN'S RESOURCE CENTER

498

Page 1 of 1

Unit: Women's Resource Center

Date:

Chart #1

ASSESSMENT SHEET FOR 1984/85 SAA ACTIVITIES

Note: Please list both program activities which were planned as well as those that occurred during 1984/85 but were not planned prior to the start of the 1984/85 school year. Also, please include numerical tallies and/or estimates where relevant and available.

Program Activity	Program Objective(s)	Target Group	What Were The Anticipated and Unanticipated Outcomes?	Were Program Objectives Met?	Will This Activity Be Continued for 1985/86?	Is This Activity Worthy of Campus-Wide Replication?
Staff & Volunteer Training	Increase SAA participation @ WRC	SAA students	Diversity among staff, improved relations.	Yes, among staff No, among volunteers	Yes	Yes
Affirmative Action Funding Policy	Increase SAA participation @ WRC	SAA students	Improved relations with SAA student groups WRC staff looked to for advice regarding program planning.	Yes	Yes	Yes
Reading Group on Racism & Sexism	Increase SAA participation	SAA students	The group was majority student therefore we took the opportunity to discuss anti-racist work that majority people can do	No (but) a more valuable objective was.	No	Yes
Black Women's Support Group	Increase SAA participation	SAA students	bonding of black women, provide role models	Yes	Yes	No
Cross Cultural Women's Alliance Series	Increase Saa participation, provide role models	SAA students	Good discussion but not enough numbers (15)	Yes	Yes	Yes

Page 1 of 1

Unit: Women's Resource Center (WRC)

Chart #2

Date: ______

UCI SAA PROGRAM ACTIVITIES FOR 1985-86

UCI SAA Goals	Your Unit's Program Objectives	Person(s) Responsible for Implementation	Program Activities	Target Group	Frequency/ Duration of Program Activity	Expected Outcomes	Measurement of Outcomes
IV - VIII	D. Increase SAA particpation at WRC	Leslie Millerd	Support Group for Black Women (Ms. Ebony)	SAA	weekly	social interaction, bonding of black women, role models	feedback, participation
			Affirmative Action Funding	SAA	all year	SAA student groups use WRC as resource	yearly evaluation of funding allocations
			WRC Staff Development	All staff	fall 1985	cultural awareness among staff to better serve community	staff assessment
V-VIII	E. Increase participation		Third World Women's Writers Conference	SAA, majority students	Spring1986	exposure of campus to diversity in women's writing	program evaluations
			Black Greek & Panhellenic Exchange	Black Greek & Greek Sorority	Winter1986	communication between sororities	program evaluation
			Provide meeting space for SAA student Groups	SAA	all year	improved relations, SAA student groups will have a location other than Cross Cultural Center to identify with	room use assessment
IV - VIII	D Increase SAA participation and support SAA campus efforts		WRC participation in in all Third World campus events (i.e. Rainbow festival, Black History Month, Asian Week, Cinco De Mayo, etc)	SAA	all year	support cultral programs at UCI	community relations

Chart #3

Page 1 of 1

Unit: Women's Resource Center

Date: ______

1985-86
Schedule of Activities

Program Activities/Events	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Support Group for Black Women				X---	---	---	---	---	---	---	---	--X
Affirmative Action Funding				X---	---	---	---	---	---	---	---	--X
WRC Staff Development			X---	---	---	--X						
Third World Women's Writers Conference									X or	X		
Black Greek & Panhellenic Exchange								X				
Provide meeting space for SAA student groups			X---	---	---	---	---	---	---	---	---	--X